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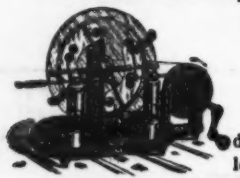
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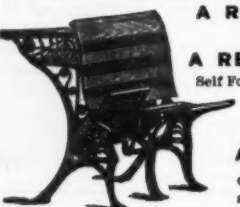
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ARE we becoming foreign? Last year in Chicago there were 172,756 votes cast at election, of which 88,509 were cast by naturalized citizens. This naturalized vote was divided as follows: Germans, 33,002; Irish, 20,253; Swedish, 6,864; English, 5,620; Canadian, 4,402; Bohemian, 3,447; Norwegian, 2,998; Polish, 2,774; Scotch, 1,810; Austrian, 1,507; Danish, 1,267; Russian, 960; Hollanders, 911; Italian, 686; Swiss, 628; French, 547; Hungarian, 169; other foreigners, 402. Chicago is no exception to the rule that in all of our large cities the majority of the inhabitants are either of foreign parentage, or directly from the old country. "But we are all foreigners," some one says. That is a fact, if we go back a generation or two, yet the fact remains that we have foreign American citizens, and foreign citizens nominally Americans. What is the unifying force that will make us Americans? Not the churches. We have distinctive "Irish Catholics," "French Protestants," "Scotch Presbyterians," "Welsh Congregationalists," etc., etc. This is bad for the churches, but worse for education. In fact, it cannot be allowed in the schools. Here all must come together on a common ground, and be molded into Americans. From this source must come one stock of German, Scotch, Welsh, Irish, and French Americans. The public school teacher must know no nations,—Spaniards, Rus-

sians, Greeks, or Turks. His pupils are all one, under the folds of the "Stars and Stripes." We must go further, and know no South, North, East, or West, but all sects, parties, races, and languages must be merged into large-minded, liberty and country loving, intelligent Americans.

IT has been often said in these columns that in correct education is the hope of the world. James W. Alexander eloquently reinforced this fact in a public address last week when he asked: "What, after all, is the panacea for human ills, material, political, social? It is education. What will soonest liberate the oppressed in Siberian bondage; redeem from savagery the wild tribes of Central Africa; Christianize the millions of heathendom? Education. What will bring peace to unhappy Ireland; harmony to revolutionized South America, and diminish the armaments of Europe? Education. And to come nearer home, what will lift our own city of New York out of the degradation that soils and limits its prosperity; sweep away the saloons; elevate the social classes; purify politics, and give us honest and economical government? Education." The teacher is rapidly coming to be looked upon as the most effective agent in redeeming the world. People are turning their eyes to school-rooms as the fountain from which must come the waters that will purify and invigorate the world. Who is the teacher? Certainly not one who mumbles over dead forms and unmeaning words. Not one who is not abreast with the times—a student of principles and methods. Not one who takes no substantial educational paper, but hides himself under the crust of his own conceited ignorance. Such persons drag teaching down to the low level of other menial occupations, but those teachers who are abreast with the times, adopting the best, when they know the best, studying day after day, year in and year out, applying and testing new suggestions—these teachers are doing a work kings and queens might covet, and is becoming more and better appreciated as the years pass on.

CHURCHES must become educational institutions if they are to teach the people. What a sin to spend a hundred and fifty thousand on a building in which to worship God, and then keep it locked and barred six days in the week! Dr. Scudder, of Jersey City, has determined to break away from this old order of things and make his church educational. Already there is in operation a free public library and reading-room, a gymnasium superintended by an able physical instructor, and an amusement hall where ten-pins and billiards are offered at one-half the price charged in the saloons. Capacious outside grounds, within ten minutes' walk, have been provided, where baseball, football, tennis, and other games can be played eight months in the year, and which are a great boon to those who are compelled to stay in the city during the summer months. A strong athletic association for young men, and a juvenile athletic association for boys, find in these grounds a perpetual pleasure resort and incentive to physical culture. To interest and instruct the boys, to keep them off the streets and out of mischief, they have been provided with wholesome and entertaining literature and all manner of youthful games. A sewing-school, singing-school, and kitchen-garden for girls; also an orchestra and oratorio society for young men and women. Cheap but elevating entertainments are given from time to time, which are highly appreciated and largely attended.

In addition there is to be hot water baths for two or three cents, a swimming tank for the young, a dispensary for the needy sick, a day nursery for

working mothers, a kindergarten for neglected children, a clothing department, a coffee-house and wood-yard attachment, a penny-bank, a newsboys' home, a boarding-house for working-girls, a manual training-school supplying instruction in various branches, enabling the rising generation to become intelligent workers and obtain an honest livelihood. In fact, it is to supply the needs of the people and lift them to a higher plane of living. A congregation as well as a school doesn't like to be preached to; they want to be educated through instruction, and this can only be done by uplifting forces brought to bear upon the minds and souls of the people.

THE formation of pedagogical libraries and reading circles has received considerable attention in France, and should receive even more attention in this country. There were 926 teachers' libraries in France in 1879. In 1880 the number increased to 2,068, and in 1888 they reached 2,683, with 895,367 volumes in them. Yet, with all this wealth of books, many teachers take but little interest in them. As interest increases in studying teaching as a profession, more and more interest will be taken by teachers in reading pedagogical books. A few years ago very few books for teachers were published, the best of which—Page's "Theory and Practice of Teaching"—sold, for many years, only about a thousand copies annually. Abbott's "Teacher" and "Gentle Measures in the Management of the Young" are excellent, but they have had a limited circulation. But times are rapidly changing, and ten teachers are now studying pedagogy where there was one ten years ago. Since teachers have not as much money as Jay Gould or the Vanderbilts, what can they do? Form a club and buy a library. Suppose fifty teachers should combine, each one paying five dollars. With this fund of two hundred and fifty dollars two hundred standard educational books could be bought, and before the close of the year each member of the club could have the opportunity of reading each one. This library should be purely professional, all works of fiction, being rigidly ruled out. The immediate benefit to those who had access to the volumes would be incalculable.

TO keep disease out of a school is easier work than to get it out when it is in. In a small school in this state last week, two children were taken ill with scarlet fever, one of whom soon died. To-day five other children are down with the same disease and the school is closed and the building quarantined. A similar outbreak occurred in this school two years ago, and it is believed that the disease came then, as well as now, from the drinking water used by the pupils. It would have been well to have quarantined the well two years ago. In matters of school health an ounce of prevention is worth a pound of cure. Want of willingness to observe sanitary rules caused the black-death plague, and the sweating-sickness, of the middle ages, and the more recent cholera came from the same cause. We are slowly stamping out contagious disease, as we know better its causes and the means of preventing its spread. But the schools are especially dangerous to health if left without sanitary supervision. Boards of education and teachers are responsible for the lives and health of tens of thousands of children. Foul air, drafts, soiled clothing, wet feet, poor out-door accommodations and in-door conveniences should be carefully attended to. It is the teacher's duty to educate his "board" if it is not already educated, and this can be done in many ways, often mentioned in these pages. It is quite possible to give a healthy pupil diseases that will send him through life in pain, a burden to himself and those near him.



## TEACHING CHILDREN TO LIVE.

Living is not existing. A stone may exist, but a living plant or animal cannot, because they have a purpose in living. A kernel of wheat dropped into congenial soil grows and reproduces its kind. The result is multiplication and usefulness. A dozen kernels are gathered where before there was but one, and after a time thousands of bushels are harvested and manufactured into food for thousands of human beings. The kernel of wheat has accomplished its purpose; it has not existed, but lived.

The child is at first little less than an animated vegetable. It has life, but no active reason and judgment. It exists. The problem is how to teach it to live. It requires no intelligence to take food, but it does require a good deal of intellect to prepare it.

What is true of material things is also true of mental and spiritual things, for if it shows an advanced grade of culture to prepare wholesome food for the body, it shows a much greater grade of advancement to prepare food for the soul. So it is that the kind of teaching allowed in any community makes the grade of the civilization in that country.

Children are taught to live by seeing how their parents and friends live. The lesson is purely objective. In a school the teacher's walk as well as conversation, becomes the walk and conversation of his pupils. Peculiarities are reproduced, often with wonderful accuracy. From this fact long ago the maxim came, "Whatever you wish to have in the state must first be seen in the school." Children are wonderfully observant. Their keen eyes let few things pass by unnoticed.

Children learn to live right by living right, just as everybody learns to do by doing. If any teacher has a pupil awkward, untidy, indolent, and generally careless, there is no possible way of converting him except by getting him to do differently. He must learn to black his shoes, comb his hair, walk more rapidly, speak more respectfully, and in general, practice in doing things better. At first his progress will be slow, but after a while it will become rapid. He will learn the art of being better by doing better. The difficulty in such cases is in the impatience of the teacher. She is not willing to wait the processes of growth. Time is essential to healthy growth.

Nothing promotes good living like the realization of the fact that there is something worth living for.

"Lives of great men all remind us  
We can make our lives sublime."

What remind us? "Lives of great men," yes, and lives of men and women not so great. There were ten thousand heroes in the last war whose bodies now sleep in unmarked graves on Southern soil. Sublimity of living doesn't mean fame and glory in living, but it does mean having noble objects in living. We are governed by our ideals. Helpfulness, without thought of personal gain, has the elements of nobility in it. To bring up a child so that he expects to have pay for what he does for others, is to bring him up wretchedly, but to train him so that he will love to help others—so that this impulse will be spontaneous is to bring him up excellently. To realize that the unfortunate and miserable have claims upon us which we can supply, makes us noble. The child that loves to relieve distress, that takes delight in feeding the hungry and relieving distress, is preparing for a magnificent life. Pestalozzi was very poor in his mature life, so poor that at times he had difficulty in getting proper food and clothing, but he was never so poor that he could not divide with others what little he had. He taught his pupils to be like him, so he taught his pupils how to live.

Nothing stimulates right living like learning about those who have lived nobly. Great care must be used in selecting the best examples: Florence Nightingale in the Crimea, and our self-sacrificing women in the last war; John Howard, the prison reformer of the last century, whose life was a noble example of devotion to the interests of humanity.

Our own Washington is an ever memorable instance of genuine devotion to country. The Pilgrims of New England sacrificed everything for the maintenance of their principles. The pages of history are full of instances that the teacher can present to his school with great profit for the purpose of creating ideals of true living.

There is nothing more important than teaching children how to live.

FACTS are of great use in determining the direction in which the race is moving, theories are good only when they are verified by these facts; but when verified they become mighty arguments. We have an illustration of this in the facts concerning the increase of crime in the United States. From 1840 to 1850 there was in the United States one criminal to each 3,442 inhabitants; the next decade, one in 1,647; the next, one in 1,020; the next, one in 837; and the last estimated, one in between 500 and 600. A correspondent of one of our city papers says, "A generation or two ago it was difficult to find in our penal institutions a convict who in early youth was a regular attendant upon a Sunday-school; now it is just the reverse." While the statement of this writer may be doubtfully received, yet the figures quoted above are without doubt facts. What the cause of this state of affairs is, is a question of great importance, but the greater question is, What is the remedy? The subject is more than important—it is vital, and all teachers are interested in its discussion and settlement.

THE question of saving our country is to be solved nowhere but in our school-rooms. The church doesn't reach the masses, the teacher does. This fact was emphasized by Mr. Frederick Taylor at the recent Chattanooga banquet, who asked, "How are you bringing up your boys?" That's the point. "How?" "Are you still teaching your boys that their first love and duty are owing to their states, or are you teaching them, above all things, to love their country?" It is useless to put flags in the school-rooms if patriotism is not in the hearts of those who assemble there; and this love of country cannot be created by singing "Hail Columbia," or shouting three cheers for America. This is outside. We must have the heartiness of love inside. How this can be had is one of the most important questions before teachers to-day. The flag is only a common rag to those who hate our country. This is written on St. Patrick's day in the morning, while thousands of houses are covered with flags. What does all this mean, but that Irishmen love the "auld sod"? Who can blame them? Through centuries of conflict and oppression they have clung to the land of their fathers with unchanging affection. This patriotism has been so long taught in school, home, and church that it has become a part of the nature of every Irishman. With more intensity of devotion should Americans love America, and in the school must come the force that will create it.

THE speakers at a recent meeting of the Twilight Club in this city were peculiarly positive concerning matters about which they had no business to be positive. For example, General Wingate said "he sent his children to the public school to take the nonsense out of them." It has generally been thought that the public school was established for educative purposes. The child is to be furnished the means of success. Children are not born with "nonsense" in them to be taken out, but with capacities to be provided for. When Christ wanted to give his disciples the best example for them to imitate he put before them a little child and commanded them to become like it. The being nearest the angels is a young child as it comes from the hands of God, but as soon as it is born we commence filling it with nonsense, and then when it is old enough to go to school we expect teachers to take it out. This is the most nonsensical thought of all.

By the death of Prof. Burlingame, which recently occurred, the Brockport normal school loses one of its oldest and most accomplished teachers. Prof. Burlingame was born in 1835 in Norwich, N. Y. He received his early training at the Norwich academy and at eighteen began teaching. He always showed a fondness for mathematics and for four years was professor of that science in Binghamton seminary, after which he became assistant-principal and professor of mathematics in the school in which he was educated. In 1868 the Brockport normal school invited him to become a member of her faculty, which he did, and he has been connected with that institution ever since. Prof. Burlingame's inventions for the explanation of alligation and cube root have received the commendation of many prominent men, and the work he has left behind him is sufficient to place his name among the foremost educators of the day.

At a recent dinner, Supt. Jasper of this city advised all persons who wished to know something about New York schools to visit them and see for themselves. This is remarkably sensible; in fact, far better than standing outside and throwing stones at them. No doubt our schools can and will be improved, but this result will never be reached by scolding.

THE editor of the *New England Journal of Education* never wrote a better scrap than last week when he said that "primary schools have been too largely mere feeders of the grammar and high schools. So large a proportion of the pupils never go any further, that there must be a primary school program that shall enable the children to get something tangible, if they never get more from the schools." This is highly sensible.

MR. WATTESON, of Louisville, said last week that an editor leaves no monument. His brilliant writing is stored away in newspaper files that nobody ever looks up. During his life his influence is indirect, and he doesn't get credit for the good he does. An editor's life is a wearing, tearing one, that leaves no posthumous fame, only a tradition. This is a sad picture of privation and unrequited toil—much overdrawn.

It is said that the Brooklyn board of education has resolved to change the curriculum of the boys' high school so as to fit its graduates for any college in the country. This is well, provided they do not assume that all the ward school principals must fit their pupils for the high school. They must not run "articulation" into the ground. Most of the grammar school pupils graduate into life, long before they are able to enter any high school.

BALTIMORE supports fifteen saloons for each public school, and eight saloon-keepers to every school teacher. Whatever the thoroughness of her public school work, she has abundant provisions for teaching her young men idleness, debauchery, drunkenness, skepticism, and infidelity.

A NEW short-hand, "easily learnt in a week; worth \$500," is being advertised. Beware of such humbugs. Short-hand cannot be mastered in so short a time. The best schools do not claim to graduate pupils in less than six months.

THE leading educators throughout the country are urging the appointment of Hon. Thomas W. Bicknell as general manager of the educational exhibit of the Columbian exposition. It would be difficult to find a man better qualified for such work than Mr. Bicknell. Commissioner Harris says: "He is the man of men." He possesses the two qualities that such an undertaking requires—organizing ability and energy. Prin. Geo R. Littlefield, of the Rhode Island normal school, writes: "He possesses extraordinary ability for such a position." J. M. Greenwood, superintendent Kansas City schools, writes: "Thomas W. Bicknell is the best organizer of educational forces in America." These are but a few fragments of sentiment that have come to THE JOURNAL.

THE New York trade schools are not manual training schools—the *Illinois Public School Journal* will please note this fact. This week the Mechanics and Tradesmen's school graduated 164 young artisans in architectural drawing, modeling, mechanics, free-hand drawing, machinery, decoration, and cabinet work. The young workmen were sent out with the approbation of the school, not as educated men, but as trained workers in the department through which they passed. It will be seen that here a practical difference is made between manual training for general culture, and trade learning for practical business.



## EDITORIAL CORRESPONDENCE.—IV.

The condition of education in Florida is most encouraging; numerous evidences of progress since 1886-7, when I first visited the state, are apparent. The State Teachers' Association, that has just closed its annual session at Tampa, offered an excellent opportunity to see teachers fresh from their school-rooms; and after listening to their discussions and conversing with them freely, I came to the conclusion that the Florida educators are in a remarkable degree wide-awake and in earnest.

The state is in a condition to need genuine missionary work, and will be in that condition for many years. The rural districts are sparsely settled, the inhabitants have newly come, and the orange grove is not yet—in bearing. They are often in debt, the school edifice is a cheap one, the children are needed at home to assist in performing household work; churches (the right hand of education) are few in number. All this demands a missionary spirit, and the spirit exists. State Supt. Russell is a born enthusiast to begin with, and following him are some of the most energetic county superintendents I have ever seen. The rank and file have, in a good measure, caught the spirit of their leaders.

The first session bubbled up with educational earnestness and gave the key to the entire meeting. The next day, the "church tent," being open on the sides and airy, was selected for the exercises; an open air educational meeting in March! Think of it, teachers in Maine and Minnesota! The subjects of "School Government," "English Literature," "History," "Courses of Study," "Object Lessons," and "School Supervision," were discussed; addresses were delivered by State Supt. Russell, by Co. Supts. Buchholz and Sheats, and by Prest. Hooker.

Miss Lelia E. Patridge, author of that noted book, "The Quincy Methods," was drawn from her seclusion at Lake Helen, and the teachers were delighted with a bright and instructive talk on the "Good Points in the New Methods." She found an attentive audience, for the New Education has many friends in Florida; even the small town of Tarpon Springs maintains a kindergarten; on the teacher's desk, in a plain, unpainted building, buried in the pine woods I found a box of the Prang

Solids. Miss Patridge exhibited drawings and paintings made by young children to illustrate their conceptions in form, number, and color, and a great interest was awakened.

State Supt. Russell is one of the most earnest men in behalf of education I have ever met; he rejoices in every coat of paint the school-house gets, in every new desk screwed down; he possesses besides a deeply religious character—in fact, as I have said, the whole educational effort is conceived and carried on in a missionary spirit. Supt. Buchholz, of Hillsborough county, is at fever heat at all times on educational matters; he is wearing himself out in his efforts to bring all his teachers on the "Normal" platform in their teaching. Supt. Sheats, of Alachua County, has the admiration and following of his teachers in a remarkable degree; no one could listen to him without seeing the reason of their devotion.

The salaries of the teachers are small, the length of school year short, the many rural school-houses are poor, and yet all these have improved since my last visit. Florida is drawing towards her teachers of great ability because of her mild climate. A noticeable thing is the springing up of "summer normal schools." One would suppose that the heat of the summer here would prevent such schools, but this is not the case.

This convention brought together numerous friends who had known me through the pages of THE SCHOOL JOURNAL. Over and over came the remark, "I owe all I am as a teacher to THE JOURNAL." It is gratifying to find that years of severe labor have not been thrown away. The point aimed at is to give a sound foothold to the teacher—so that he may know what to do, and when he does it, know that he is right.

Tampa, Fla.

A. M. K.

ONCE in a while an apparently upright young man, an earnest Christian, and a dutiful son turns out to be a first class rascal. An instance of this occurred this week in Brooklyn in the person of a fire-bug, who stands a self-confessed incendiary. His wickedness has resulted in the death of at least six human beings. Of course all sorts of excuses are given, among which are the grip, quinine, cigarettes, and inherited insanity. Is there such a thing as inherited and innate sin, or is wickedness the result of education? This is a good question for teachers' associations.

## ONE THING AT A TIME.

By HENRY S. BAKER, Ph.D., Principal of Jefferson High School, St. Paul, Minn.

There are several sentences that are almost or quite proverbs, now abroad in the land, which are working an immense amount of mischief among the unthinking in the ranks of teachers. They may have had a grain of truth in them, as spoken by their authors, but they have lost it by the construction placed upon them by their interpreters. One of these maxims is, "Make every lesson, in every branch, a language lesson." Since this violates a plain, first and foundation principle of all teaching, it is more mischievous than some others, and deserves to be eliminated from the language of the wise teacher.

The maxim assumes that language or grammar is the most important study for the child, and it is not. Others might as well say, make every lesson a spelling lesson, an arithmetic lesson, or a history lesson. Even if grammar were of such supreme importance, it is not taught by spasmodic interruptions of other lessons, to correct a slight error, but by the practice of composition. To stop a boy who is telling some story of a campaign or settlement, just at the moment he becomes interested in his discourse, is cruelty, and worse. It is a mistake, and the pupil who is allowed to speak only one sentence before he is told to stop and correct it, will soon become discouraged, lose interest in his studies, and perhaps think that the clothes of his thoughts are of more value than the thoughts themselves, and so stop thinking. He also loses all power of continued narration and description; or, in other words, loses his command of language.

There are not a dozen men in the country who can speak extemporaneously without making grammatical errors. Do not ask the child to do the impossible. His teacher's talk to him abounds in errors of syntax.

It is an accepted law of the mind that it retains any subject best when it is taught by itself. When a lesson consists of several topics, as history and grammar, or arithmetic and grammar, they become confused, the attention is divided, little or nothing is retained, and the power of connected thought is not exercised. Each topic or branch should be taught in a connected, logical order, and absolutely nothing foreign to the particular lesson in hand should be mentioned. Even so very slight a diversion as a question from, or a request of another pupil not in the class, at once distracts the attention. The supreme end of all teaching is to lead the student to think. Whatever hinders the attainment of this end should be changed.

Language has its place on every program. At the hour allotted to it, do not try to teach any history or geography, or you will fail in all.

Language work is too often limited to expression in single sentences. Make the composition work consist of continued discourse, and when that is read, do not ever interrupt the pupil for corrections. Criticise when he has finished. Readiness of expression is more valuable than absolutely correct language.

[Dr. Baker starts with an error when he says that the believers in this maxim, "make every lesson a language lesson," assume "that language or grammar is the most important study for the child." They believe "that language is a most important study," and to teach language to him they would cause him to express himself on all suitable themes orally and in writing, thus learning language, as it only can be learned, by using it. Note that the maxim does not say, "Make every lesson a lesson in grammar." The point made by Dr. Baker as to stopping a boy to correct his grammar is a good one. The writer remembers a "closing exercise," when a church was full of people; a boy was declaiming and mispronounced a word, and a college professor whispered, "Ain't you going to correct that boy?" The reply was, "Next week, if it is not forgotten." That martinet wanted the whole house to be informed that "Henry mispronounced 'machicolated.'" There should be a time allotted to language as a science and art; but all the time in school the student should strive to express himself stronger, more completely, more neatly than on a preceding day. This is sometimes stated by saying, "You recite better to-day," or "You are making good progress." Dr. Baker well says, "Readiness of expression is more valuable than absolutely correct language," and that is what is aimed at by attending to the language in every lesson—not the grammar of it, but the force of it.—EDITORS SCHOOL JOURNAL.]

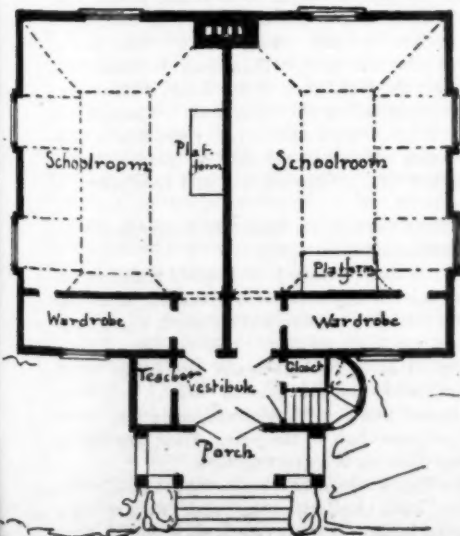
## THE TEACHER'S LIBRARY.

By JOHN HOWARD.

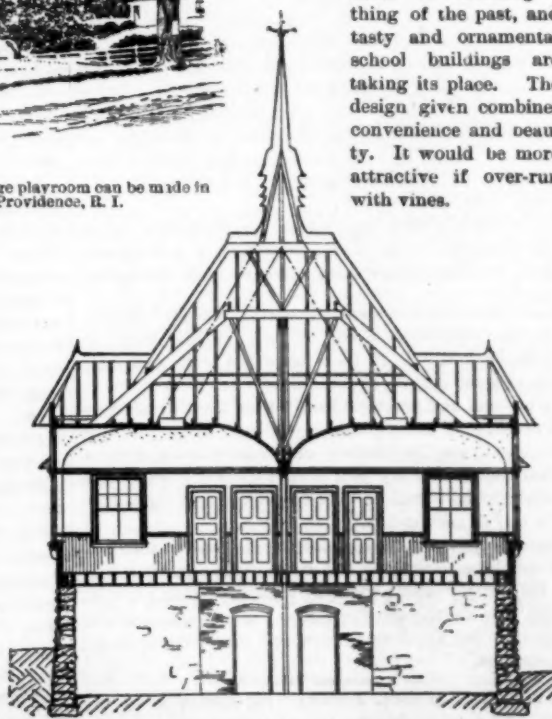
Every teacher should begin to gather a teacher's library as soon as he begins to teach. To do this it is not necessary to spend a large sum of money at once, or to purchase books on the "instalment plan." The teacher who buys half a dozen books at a time does not, as a rule, read each one carefully enough to absorb its contents. He skims them over and when he has finished



Design for two-room school-house. If placed on side of hill, a large playroom can be made in basement. Stone, Carpenter, and Wilson, Architects, Providence, R. I.



Floor plan of two-room school-house.



Section of two-room school building, showing arched ceiling, construction of roof and ventilators, and the large playroom in basement.

We present a simple and convenient design for a school-house. The building contains two large school rooms, two good sized wardrobes, closet, and a porch. The roof is high and arched. The rooms are well-lighted, and particular attention is paid to ventilation. A noticeable feature of the plan is the arrangement for a playroom in the basement for use in inclement weather.

The little square, box-like school-house is becoming a thing of the past, and tasty and ornamental school buildings are taking its place. The design given combines convenience and beauty. It would be more attractive if over-run with vines.

his ideas are in a confused condition and wholly unfit to be of use. He reminds one of a man out in Michigan who was looked upon as a political leader in his township. Every election felt the influence of his power, which continued to grow until he finally began to think of running for a state office. But when he tried to spread himself all over the state, as it were, he found he was a small man after all.

The true way is to buy one good, sound work on education—for instance Joseph Payne's lectures—and read it so carefully and so thoroughly that its contents will be absorbed. In this way only can its knowledge be transmuted into power. A physician will not read a treatise on some dangerous disease for pastime or pleasure, but for the power it will give him in saving and lengthening life. The reading done by the teacher should be of such a nature and accomplished in such a way that it will strengthen and give scope to his ability as a teacher. One book thoroughly mastered will be worth more than a dozen that have been simply looked at. When the reader feels himself stronger, when he knows that he has drawn every essential principle from the book and instilled it into his mental nature, then he may buy another and repeat the process.

Another thing: that teacher makes a mistake who does not subscribe for and read a good educational paper. Not long since a teacher remarked: "No, sir, I have not taken an educational paper in five years. I used to do so, but I have been teaching so long that I don't find I need it now." A teacher, in this progressive age, who makes such a statement is making an acknowledgment born of extreme ignorance. Such a teacher must of necessity be on a back seat far behind his fellows. He lacks intelligent information concerning new methods, new successes, new victories; he will doubtless continue to revolve around his old theories until the rats are so deep that he will disappear altogether. The newer class of teachers feel it important to read what the foremost educational thinkers have to say, and they are, as a consequence, meeting with encouraging success.

#### GRAMMAR.

By WILLIAM SCOTT.

It has been supposed that the study of grammar would be a means to correct sentence-making. "But it is easy enough to make sentences," says one. It may look easy, but the vast majority of the English speaking people cannot make sentences but of an inferior kind; the sentence reflects the thought. A boy can learn a trade in a short time. In a few years, he can learn to mix drugs, pull teeth, or prescribe medicine; but it requires a longer time to learn to think and express his thought. The average pupil enters school at six years of age, and we begin to teach him to make sentences. At twelve, we are teaching him still, and he has not learned yet. At sixteen he still knows but little about it, and at eighteen he writes the average graduating essay, which has become proverbial for its inferiority.

True, parsing and analysis has been taught to him; but of what use are they in themselves? They have been taught as though they were the chief end of his going to school. This plan has retarded the study of language and made almost impossible that which is not necessarily difficult. "We learn to do by doing." Then we should learn to make sentences by making them, rather than by tearing them to pieces to see what they are made of. Synthesis is primary; analysis, secondary. The carpenter does not begin by tearing down houses; but having learned to build a house, he knows how to tear it down. His first step is synthesis, after which may follow analysis. But if a man would spend the greater part of his life in tearing down houses and assorting the lumber, and would then proclaim that the chief end of architecture is the destruction of property, he would be exactly like the so-called grammarians who fritter away their lives at analysis and parsing. The grammarian who can do nothing but analyze sentences stands in the same light as the tailor who can do nothing but rip up old coats and pantaloons.

The introduction of "language lessons" in the modern grammars was a step of reform; but the idea was that sentence-making was to be taught. The idea was all right, but the teachers did not know how to do it. As a matter of fact, the result was a partial failure. And so some have been tempted to discard "language lessons" and return to the old method. We say give synthesis a fair trial, and it will yield far better results than the old methods have done. The teacher, it is true, must mark out methods of his, as the field is a new one, but he will be gratified to find that sentence-making educates.

#### BEAUTIFYING THE SCHOOL-ROOM.

By M. A. CARROLL.

We need not provoke a smile of derision by announcing that "beauty is order" or "order is beauty," but perhaps we may be allowed to reiterate the fact that there is beauty in order.

Neatness in make and care of furniture, convenient and accurate placing, the absence of rags and tags of things flying at loose ends; let us suppress the wastebasket as much as possible; it is a useful article, but do not let it be the most conspicuous object in the room. These are the things that, by banishing the positively unbecoming, leave less to conflict with as much of the beautiful as we can gather around us.

Then let us have something really beautiful; we must have it if we are to cultivate the entire nature of the child. Nay, in the beginning, whether the beginning of normal infancy, or the beginning of healthy human impulses in the neglected or morally perverted child, we may appeal to the esthetic and thence to the emotional nature, while the moral is still dormant.

"A beautiful life," we say. What, then, shall we call beauty?

For one thing, it is that which evokes that soft "ah!" little removed from the cooling of infancy, with which young children greet the sight of flowers or other beautiful natural objects.

But we cannot always show the children flowers or rainbows. We should have always in sight something that contains the essential elements of beauty—form and color. How? For one way, by making the most of our opportunities in choosing necessary things. If there are tables or desks to be covered, let the covering be of a good color; if there is a curtain to be draped, take care that it is done gracefully; if there is a molding to be chosen to frame a picture, let us have one in which the lines, however simple, are really good.

We must have at least one vase for flowers; let it be a pretty one, delicately tinted, gracefully formed.

Both in form and color let us have something that is good, and not much that is complicated, beyond the grasp of the childish mind.

This brings us to the subjective side of the question; leads us to consider assimilation and growth. In esthetics, as in all things, we must ask ourselves how fast may we lead; how fast can the child follow?

A delicate question! At least, let us keep before the children something beautiful that they can appreciate, and something that is a little—but not too much—beyond them; something that they can grasp, and something they can scarcely touch as yet. "From the known to the unknown, from the simple to the complex." Show them first the bright, positive color, then the delicate, vanishing tints, and the rich, deepening shades.

Let us try to have one picture or one plaster cast, or both, really beautiful, perhaps in different ways, to childish minds and to those more mature. Just as in literature the "Vicar of Wakefield" charms alike twelve-years-old and three-score-and-ten.

Then let us make a healthful and stimulating amount of change in the appearance of our school-room. Let us decorate for holidays—with gay bunting, with fresh evergreen, with some borrowed picture to illustrate the occasion. Let us, by such means, express the difference between the joyous excitement of a festival, and the cheerful calm of every day.

Closely linked with association are suggested values in decorations. There is no great beauty in a slender branch of pussy-willow, but it comes from the spring woods!

Have your children seen the spring woods? If they have, can you help them to care for this budding, awakening nature? If they have not, can you help them, in some degree, to imagine it?

To be brief and practical first, let us keep to neatness and order, and banish unlovely things, cover the ugly table and drape the window overlooking unsightly surroundings. Never say you cannot afford it, with such inexpensive materials as "cotton-plush" and "silkline" to be had in good colors.

Second, have something good in color and in form.

Third, keep something before the children that they can fully enjoy, and something that they must grow to.

Lastly, make the most intelligent use you can of the temporary and symbolic decorations of holidays, times, and seasons.

I FIND THE SCHOOL JOURNAL indispensable in my work, and I am urging my fellow teachers to subscribe for it.

G. M. ELLIOTT.

Brierfield, Ala.

## SCHOOL MANAGEMENT.

### A DAY IN MY SCHOOL.

By L. C. R.

(This article was written by Mrs. R. in reply to a request from the editors, who were interested by a letter from her in December last. This letter contained such expressions of her success in "all around" teaching that it was plain she was one who could speak with authority in regard to a subject that is attracting deserved attention.—Eds.]

In my department gather about sixty pupils from 10 to 16 years of age every day—I have 90 on the roll; they are nearly equally divided in respect to sex. I had, until two years ago, classes in reading, spelling, writing, geography, grammar, history, arithmetic, and had given entire satisfaction to all my patrons, but not so to myself. I felt that my children ought to get more of me, but as my hours were full I did not then see my way. In September, 1889, I began an innovation following a suggestion in these precious pages. I determined to have but two reading classes; no spelling class; but one class in geography; all to draw; two classes in objects; two in self; one in ethics; two in history; two in numbers.

#### PROGRAM.

9 to 9:15	opening exercises.
9:15 " 9:35	A reading.
9:35 " 10:00	B "
10:00 " 10:30	penmanship.
10:30 " 10:45	recess.
10:45 " 11:00	ethics.
11 " 11:20	geography.
11:20 " 11:40	drawing.
11:40 " 12:00	physiology, etc.
12:00 " 1:00	long recess.
1:00 " 1:20	B numbers.
1:20 " 1:40	A "
1:40 " 2:00	B history.
2:00 " 2:20	A "
2:20 " 3:35	recess.
3:35 " 3:50	objects.
3:50 " 4:00	singing.

*Opening exercises.*—At 8:50 the first bell is rung; all come in and get ready, put away hats, etc.: at 8:55 the next bell strikes slowly a few times, and at 9 exactly we begin with singing a hymn; then a pupil reads six verses from the Bible; then we chant the Lord's Prayer; then a hymn is sung, then a song or two and we are ready for business.

All this is done with great promptness; the moment the last stroke of the bell sounds, the singing begins—the pages of the hymns and songs are put on the blackboard so there is no interruption. There are variations in the exercises so they do not become monotonous.

*Talks.*—There is time for five talks by pupils—each one minute long; the names are on a list, they know their turn and all come and sit on the platform and succeed each other rapidly. The subjects are all interesting, such a "Why it Rains," "Sugar Making."

*Reading.*—The class first drill on the tonics, sub-tonics, etc.; then five pupils read, questions are asked as to meanings, etc. They read aloud a good deal at home and "repeat." When there is time poetry is recited; about thirty pieces are learned by each class.

*Penmanship.*—First I stand at the blackboard and give an exercise say *m* with a circle round it and then join, on another *m*, and so on; this is to give free movement. As they write I say, "A light line," "Free movement," "Hold the pen right," "Point over the shoulder," "Don't lean on the desk," etc. Then I say, "New exercise and write *nun* and circle round that. When all are roused up, I say, "Turn to copy." Each has a slip copy, cut from a copy-book and they do their best with that. At the last I say, "Copy-books," and they write in them.

*Recess.*—All go out and the doors and windows are opened for ventilation.

*Ethics.*—I tell them a story to exemplify kindness, for example, and ask them questions; sometimes a pupil tells the story or reads one; we sing a verse about kindness if we have one.

*Geography.*—I have two classes, A and B; the latter draw the continents and get general ideas; the former draw the "states" and give particular information. These classes run only one half of the year. They are full of interest; map drawing is a great feature.

*Drawing.*—This I began with hesitation, as I had never taken lessons. Each pupil has cheap paper and some easy object: blocks, books, leaves, a cup, a shoe, etc. I have had some instructions from a lady in this place who has



aken painting lessons. This work has helped the pupils very much; they like it.

**Physiology.**—The school year is divided into four quarters; for one term we study anatomy and physiology; then hygiene is taken up; then manners, clothing, etc.; some physical exercises are used for five or ten minutes. Bones, lungs, etc. are brought in; the effects of tobacco and alcohol are discussed. All the pupils take a part; much is done in "talks."

**Numbers.**—The A class has all that can manage fractions easily; the B class those who cannot. Both are united to do quick addition—they can add ten figures surprisingly quick. Practical questions are given to all in the form of bills; these are receipted in due form.

**History.**—The B class has United States history; the A class read and talk about general history. This is perhaps the weak point of my school; the pupils have few books to read.

**Objects.**—I have about thirty boxes in which objects are placed; these are taken out and described; sugar, salt, lime, sand, brick, stone, coal, iron, sponge, etc. Then experiments are made with water, air, magnets, levers, etc. The advanced pupils have a very good idea of chemistry and natural philosophy; some of them have books on these subjects, I have one boy who is a perfect Edison; he is making apparatus, takes photographs, etc. We have a stone table in the corner of the room and on it many things are made; there are two saws and a vise and awls and many handy tools. The girls like to work here as well as the boys. I could make good use of a dozen tables like this, but I go carefully because there are some here who are opposed to anything new.

**Singing.**—We do a great deal of singing; we sing at the close of each lesson, and as the pupils go out and come in at re sometimes we sing hymns, "Softly under the light of day," etc., or songs, "Hail! hail! gladly we meet," "In our school-room oft we meet," "We are the jolliest set of boys," etc. But this last period is set apart for drilling in reading by note. I have made a set of charts and we drill away steadily on them; probably half of the school can read plain pieces of music. At night as we go out we sing an appropriate hymn.

We do not have any class in book grammar, but the pupils of the A class can classify words—tell which are nouns and which verbs, and know about subjects and predicates and modifiers. Nor do we have any class in natural history; nor in botany that is in books; but after the geography is laid away, both of these subjects are taken up; fishes, snakes, birds, insects are brought in and discussed in short talks; the same with leaves and flowers. If the pupils want information they come for my books, but some have books of their own.

In consolidating my school into two great classes I find many advantages. I set the A class going in numbers, for example, and let it take care of itself; then I take a group of pupils from the B class and aid them. Most of my class will take care of themselves. Then again I find I can "lay by" a recitation (omit it) and take up a group of pupils that need special help.

I can say in conclusion that I find the more natural the exercise of the school the greater the interest.

#### IRREGULARITY OF ATTENDANCE.

It is not an uncommon thing to find a school of fifty pupils where ten lose one day in a week; ten lose two days; five lose three days; and two lose four days. The teacher battles against this for a while and then gives up; he feels it is useless to strive for the impossible. Then again schools are referred to where the absence in an attendance list of fifty is only two days in a week—that is, two pupils are absent one day each. Is this the result of the home influence? Does irregular attendance only occur among the "low classes"? Now a close observation of all kinds of schools leads to the conclusion that very ignorant parents, and very highly cultivated parents as well, keep their children home from school for very slight reasons.

But the teacher must bear ever in mind that he is to wage war unceasingly in favor of enlightenment; he is a soldier in the cause. And as irregular attendance undermines the confidence of children in the power and usefulness of the school, he must direct his energy to this point.

But a distinction must be made at the outset; there are some who want to come, but are kept at work; and there are some who could come, but stay away on slight pretexts—for causes they might overcome. The former class should be sympathized with most heartily. For example, a pupil is remembered—a slight, timid girl who

aided her mother (a washerwoman with a drunken husband) on Monday forenoon with the washing. This girl dearly loved to come to school; to scold her for her irregular attendance would have been most unjust. Therefore, the first thing is to sort the irregulars into classes—those who are kept at home to work must be kept in touch with the school; they must have the lessons pointed out, and every effort be made to keep them in line with the spirit as well as the work of the school.

The class who stay at home because they hate the school work, the teacher, or the confinement must be sorted out too. A pupil who afterwards became a man of mark hated all school work except numbers, and as the teachers made no distinction, he got to hate the school altogether. Then there are those who have a personal dislike to the teacher. One case is remembered where a parent said to the new teacher, "I am afraid John will not go to school; he says he hates the sight of you. I am very sorry this is so." The teacher adroitly set to work to capture John's heart, and succeeded in making a fine scholar of him. The confinement in school is irksome to many pupils. This the teacher must strive to overcome; it can be done.

A serious question to ask the teacher is this: "Am I in this school-room because I am a 'fisher of men'?" The teacher ought to be a person attractive to children, and he will be if his heart is right.

There is a great deal of antagonism in our schoolrooms. A boy gave trouble yesterday—the teacher is glad he is not in to-day. No wonder there is irregular attendance! The teacher must want the pupils to be in the school-room. A teacher once spoke to a parent about the absence of her son. "John says you won't miss him," was the reply. This boy felt he was not wanted; children, like adults, stay away from places when they are not welcome. If a pupil feels deep in his heart that his teacher wants him—misses him when absent—he will make great efforts to be present.

A new Sunday-school superintendent found there was much irregular attendance. He told his teachers at the first meeting not to let the week go by without finding out why a pupil was absent and expressing the hope that he would be present next Sunday. The effect was remarkable. On the reappearance of a pupil the teacher should say in a pleasant voice, "John, you were absent and we missed you." To have a pupil who was absent yesterday steal in unnoticed to-day is a bad sign. Here is a large field for thought. If the pupil is greeted with a frown he will try to stay away again. Such is human nature. But many a kind-hearted teacher is troubled with irregular attendance. One of the main causes of this is that the teaching is bad. It is not a pleasant thing to say, but it is true, nevertheless, that the teaching is not of a kind to encourage regular attendance. Mark the attitudes of the children. Note the atmosphere they breathe. Look at the windows, the walls, the floor, everywhere there are signs of neglect. Inspect the out-houses. Is it a wonder that the pure and clean girls prefer to stay at home? Then, as to the moral tone of the school. Is it something the pupils reverence? Is there a feeling of respect for the teacher and for each other? Note the mode of teaching. Alas! there is much of the old education that Pestalozzi warred against in his day! The school is too often a mere "book-mill." A teacher was one day grinding away when he was startled by the exclamations of some pupils; a butterfly had come in at the window. He repressed the tumult with severe words. But the pupils ought to be interested in all such things. The counsel then is that the teacher study the art of teaching if he would have his pupils strive to be in the school-room.

A BOSTON teacher has invented a game called "The pig in the street car." The idea of which is as follows: The central aisle in the school room with its row of seats on both sides is made to represent a car. A boy who has a good deportment is made conductor. The other children are passengers. One by one they signal the car, the conductor stopping each time for the passenger to get aboard. Most of the boys enter first and when the seats are nearly all filled the girls begin to enter. It is then that the real work of the game begins. The young men give up their seats one after another to the ladies, excepting one boy who is known as the "pig." He is glued to his place. About this time the teacher comes into the car. All eyes are turned toward the "pig," but he does not move even after one of the girls has given up her seat "to a lady who is older than herself." It is said that the game is very popular, but no one wants to be the "pig." This is a strange way of teaching manners, but there can be no doubt of its effectiveness.

## THE SCHOOL ROOM.

MAR. 28.—DOING AND BEING.  
APR. 4.—LANGUAGE AND THINGS.  
APR. 11.—EARTH AND NUMBERS.  
APR. 18.—SELF AND PEOPLE.

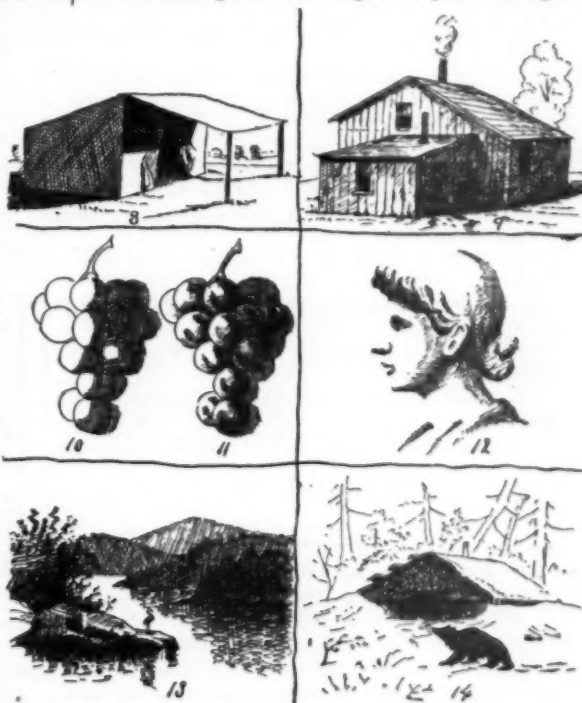
### DRAWING SIMPLIFIED.

By D. R. AUGSBURG, Theresa, N. Y.

(CONTINUED FROM PAGE 135.)

Reflected light is that light reflected from surrounding objects, and even from the air itself. It is usually seen in shades. Round, or cylindrical, objects have a strong reflected light at the outer edge of the shaded side, the darkest part being removed nearer the center of the object. This is seen on the outer edge of bowl 3, between the darkest part of the shade and the shadow. Also on the spool 6 and on the grapes in fig. 11.

When shading round or irregular objects, like figs. 5



and 10, it is best to carefully separate the light from the shade by means of a light line, and then place an even shade over the shaded part as dark as the lightest part of the shade is to be, as in figs. 5 and 10, and then add the deeper shades, as in figs. 6 and 11. Look for the broad masses of light and shade and the details will be easy to manage. Put in the drawing only that which is essential to carry out the idea to be expressed.

Shadows may be used to show the shape of objects that cannot otherwise be seen. In fig. 7 the shape of the wheel is shown by the shadow it casts on the ground. Notice that the shadow is strongest next to the wheel, and that it grows lighter the further it is from the part that casts it. This is seen in the shadow of the awning on the side of the tent in Fig. 8. The shadow is strongest where it begins.

When a mass is composed of individual objects such as a bunch of grapes, then there are two shades: (1) the shade of the mass or the whole bunch of grapes, fig. 10, and (2) the shadow of each individual, fig. 11. There will be but one shadow, and that will be cast by the mass. The mass shade is the more important and should be made separate as in fig. 10; then the detailed shade added. The shade of the mass may be made as dark as the lightest part of the detailed shading.

Properly speaking, there is no outline in nature; what we commonly call outline is the dividing line between two shades, or between the light and shade. Notice that fig. 13 has no outline. The head is represented by the shadow alone.

Distance eliminates the details and broadens the masses. The more distant an object is the less the detail can be seen, and, other conditions being equal, the lighter it becomes. In fig. 13 the point of rocks in the foreground, can be plainly seen even to the crevices, and small details, but across the lake the wood is not only lighter in shade, but the details cannot be seen nearly as plain. The hill beyond is lighter still in shade, with the details less marked, and the mountains beyond are simply broad masses of shade without details at all.

Attention may be attracted to the whole or a part of an object by means of emphasis. In fig. 14 attention is to be drawn to the front of the cabin and to the bear in the foreground. This is done by placing them in a conspicuous place in the picture (near the center) and by making them the darkest part of the picture. If the trees beyond the cabin were made dark they would be more conspicuous, but as attention is not to be drawn to them they are left in outline.

There is a saying among art students that "an artist is not accountable for his light" meaning that so endless and multifarious are the changes that light assumes that it is entirely at the caprice of the artist. To a certain extent this is true, but still this should not be carried to the extreme of putting shades in impossible places, or where they do not belong. Nature does not do this and she is the highest authority.

#### REVIEW QUESTIONS.

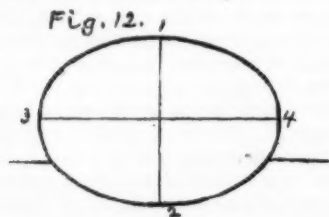
- (1) What is the difference between a shade and a shadow.
- (2) What is the primary effect of light, shade, and shadow on an object?
- (3) What is meant by relief in drawing? Distinctness? Solidity? Emphasis?
- (4) What are the characteristics of shade and shadow in bright sunlight? In half light? In a diffused light?
- (5) What is a reflected light?
- (6) Where is a shadow the strongest?
- (7) Describe the process of shading?
- (8) When is a shadow darker than the shade?
- (9) When is there little or no shade and shadow? Ans. In cloudy weather.
- (10) When is the shade and shadow about even in intensity.
- (11) Where is the darkest part of the shade on a cylinder?
- (12) What does illustration 2 teach? Illustration 3? Illustration 4?
- (13) Which is the most important, the mass shade or the detail shade?
- (14) What do illustrations 5 and 6 teach? Illustration 7?
- (15) What do illustrations 10 and 11 teach? Illustration 12? 13? 14?

#### MODEL AND OBJECT DRAWING—IV.

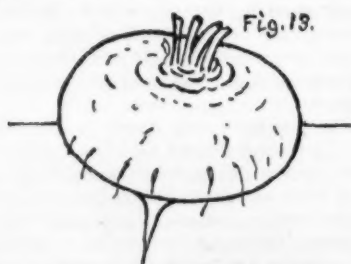
By LANGDON S. THOMPSON, Jersey City, N. J.

##### LESSON III.—THE OBLATE SPHEROID.

Place an oblate spheroid before the class; or place half-a-dozen or more in different parts of the room where they can be conveniently seen.



The outline of the oblate spheroid in most positions will also appear somewhat elliptical, and the long diameter will appear horizontal in ordinary positions. Sketch lightly a vertical straight line, 1-2 in Fig. 12, say two inches long. Determine by pencil or string measurement the proportion between the apparent length and the apparent width of the oblate spheroid. Suppose as before its apparent width to be two-thirds of its apparent length. Then through the middle of the vertical straight line sketch a horizontal straight line about three inches long, one-half of it toward the left and the other half toward the right of the vertical line. Finally, sketch the outline through the extremities of the diameters thus drawn, and line it in as usual.



OBJECTS SIMILAR TO THE OBLATE SPHEROID.

After drawing the oblate spheroid as directed, the

pupils are prepared to draw objects similar to it, as an onion, a turnip, a tomato, a flat pumpkin, etc. These

Fig. 14.



objects may be brought to the school-room and drawn, or they may be drawn at home and the results inspected by the teacher.

#### GROUPING.

Arrange a group of tomatoes, or similar objects, applying the rules for grouping in Article II. Block out the whole group and also each separate object as shown in Fig. 8. Now study the outline carefully and line in the group. Fig. 14 shows how a group of tomatoes might be arranged.

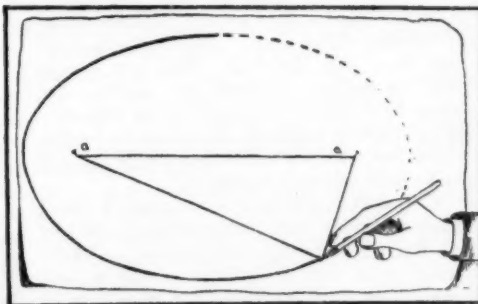
(TO BE CONTINUED.)

#### TEACHING THE SEASONS.

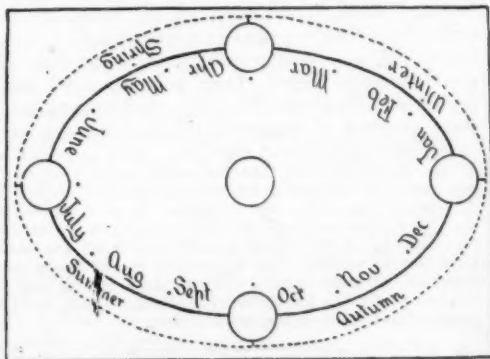
By JOHN HOWARD.

##### HOME MADE APPARATUS.

On a piece of heavy cardboard 20x24 inches in size, draw the figure of an ellipse. This can be readily done as shown in the following diagram.



Drive two tacks in the board at the points *a*, making them 18 inches apart. Take a string 38 inches long tie the ends together and throw around the tacks. Then with a pencil, follow the greatest latitude the string will permit and the result will be an ellipse. With a line drawn through the length of the figure, divide it into two equal halves. Draw another line at right angles from the first one and about half an inch to the left of the center. Using the ends of these lines as a center, and with a radius of one and a half inches, draw four circles. Inscribe a circle of like dimensions in the center of the figure. Then cut out the figures bounded by these five circles, making five holes, each 3 inches in diameter.



At this point it might be well to divide each quarter of the ellipse into three parts, to represent the months of the year. The names of the seasons may also be written as in the diagram. When this board is completed go to some planing mill and have five wooden balls, three inches in diameter turned. Have the turner cut a groove in the center of four of them to represent the equatorial line: also two grooves above and two below the equator to represent the division into zones. The fifth ball may be covered with gold paint and should be fastened in the hole in the center of the cardboard, to represent the sun. The others are to represent the earth at four different stages of its revolution around the sun. Gimlet holes may be bored at the top and bottom of each

ball in which pegs about half an inch in length may be inserted, to represent the ends of the axis. After determining the position the earth will be in at each of the four points in the orbit, paint the half exposed to the sun white, the other half black. The grooves dividing the zones may be painted red. Then place them in the holes prepared for them, fastening them on the under side.

I have found the contrivance of much use in teaching children the reasons for the seasons, and know by experience that an illustrated lesson is not soon forgotten. If I remember correctly, the apparatus we made (my boys helped) cost less than fifty cents.

On a figure so large, there will be much blank space which I utilized by printing thereon some of the following interesting facts in connection with the subject:

Diameter of the earth 8,000 miles.

" " " sun 886,000 miles.

Circumference of the earth 25,000 miles.

" " " sun 2,598,000 miles.

" " " earth's orbit 588,000,000 miles.

The mass of the sun is 330,000 times that of the earth.

Of the light and heat of the sun, the earth receives but one twenty-three hundred millionth part. The other twenty-two hundred million, nine hundred ninety-nine thousand, nine hundred ninety-nine parts go elsewhere.

The only way to have pupils understand the immensity of these numbers is by comparison, which if properly made, will be the means of awakening much interest in the subject. When once the child's mind begins to work, a teacher has before him the grandest possibility of his life.

#### CLAY CUTTING.

By M. A. CARROLL.

After modeling the sphere, cube, and cylinder, children will like to see in them resemblances to familiar objects making slight changes that will brighten the similarity. The sphere thus becomes an apple, orange, etc.; the cylinder, a stove-pipe, a muff. A round tower (trace windows and door upon it with a knife or pin), a column (groove or ornament, and top with the sphere, or a simple form of capital). The cube is a square box or basket (added a handle), a house, barn, or dog-kennel. (When interest flags, or it becomes difficult to find resemblances, we can enter upon new fields, by cutting the clay. Take a stout thread or small string and holding it lightly between the thumb and first finger of each hand, cut the sphere in two equal parts; each half, when hollowed out by pressing the thumbs into the center, becoming a bird's nest or basket. Small spheres may be made for eggs or apples, to fill the basket, and a handle added. Of course this is but a beginning; other objects will be suggested by the children, as cups, saucers, hats, caps, etc. (Cutting the cube diagonally across one of its surfaces, we get the pointed or gable-roof, which on top of another cube makes a much more satisfactory house, than the former one. Cutting the cube in slices, like a loaf of bread, we get square tablets with which various designs may be laid. A good way, with very young children, is to cut off "a face," as they will call it, and then, showing them that another exactly similar surface, is exposed, cut that off also and so on, until only a single tablet remains. This gives an idea of the relation of surface to solid. In laying designs with the clay squares, a good opportunity offers for work more correct, from an artistic standpoint, than is possible with the wooden tablets, as in this plaster material, we can always cut off small corners, and thus avoid joining by points, producing designs with more stability and harmony of effect.

The cylinder does not cut up into objects quite so satisfactorily, but taking off "one of its round faces" we get a circular tablet, and we may repeat the operation until it is sliced up into circles. These are good for design-making with the youngest children. Older pupils should study the relations of the parts of solids to the whole, and to the other solids. Thus the half sphere has a curved surface like the sphere and a flat, or plane, surface like the end of the cylinder. It also has edges like the cylinder. Cutting this in half, we get the quarter sphere, which has a curved surface, two flat surfaces, a curved edge and a straight edge, like the cube. Cutting this again, we have the eighth of a sphere, which has surfaces, edges, and the point or sharp corner. The field of comparison for resemblances and differences is, of course, barely indicated. The cube cuts into squares, square columns—dividing any surface vertically and horizontally—and triangular prisms, or gables. The cylinder, cut lengthwise, gives an oblong surface which affords a new basis of comparison in form lessons.



## FORM-STUDY.

(Report of a combined form-study and description lesson given at primary school No. 52, Brooklyn. The class consisted of 46 little girls of the first primary year.)

The teacher showed a rectangular prism and asked, "How many think that all these sides," passing her finger over the edges, "are one just as big as another?" Most of the children thought there was a difference. The long sides were then carefully looked at and found to be just the same, or equal. The short sides were also seen to be equal, and the teacher asked, "Who will tell me what we have found out?" The children said that the two short sides were equal and the two long sides were equal. A pupil was then sent to a box of plane forms to find something answering to the description just given. She found an oblong and showed it to the class, tracing the sides with her finger. The children then looked for something of this shape in the room and found the door. The teacher gave them the name of this figure—oblong. They then found other oblongs in the room. The windows, the blackboard, pictures, the register. The children then thought of things at home that were oblong in shape. A little girl said, "My little washboard is an oblong;" other things spoken of were pictures and the side of the stove. Again looking around the school-room they found other oblongs—the tops of desks, the side of a box, the blackboard eraser.

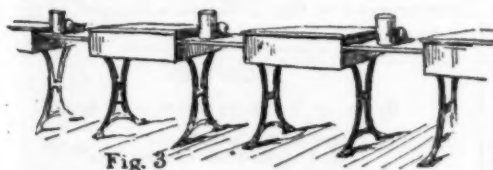
The teacher then asked them to tell her something about the door. "It is an oblong," was the reply. "Does it always stay the same shape?" and "What do we call things that we can pour out, such as milk, water, vinegar?" developed the ideas of *solid* and *liquid* and it was decided that the door was a solid. Other questions drew forth the answers: "It is made of wood." "It has a knob." "It has a key-hole." "It has little oblongs." The name of these "little oblongs"—panel—was given here. "It has paint on it." The teacher then opened the door and showed the *hinges*, explaining that if it were not for them the door would fall down when it was opened. The children were then prepared to remember four things about the door. That "it has hinges, a knob, a key-hole, and panels." The teacher asked, "What do we use the door for?" "To open and shut it." "To go in and out." Attention was called to the fact that they did not go out of the door into the street, but into another room and also that the door shut out sight and sound so that the class in the other room did not disturb her little girls, nor did her children disturb the others.

The children were then told that they had found out four things about the door: 1, its shape; 2, what it is made of; 3, what it has, knob, etc.; 4, what it is used for. Many of the children remember two of these things and some could think of all. A little girl said, "The door is an oblong shape, it is made of wood, it has panels, a knob, a key-hole, and hinges, and we use it to go out of one room and into another."

## DRAWING.

(The cuts used in this article are found in the report of the Massachusetts board of education for '88 and '89.)

*Placing the objects.*—The cut shows how an object may be placed in the ordinary school-room, or a shelf may be placed between the desks.



If this does not bring the object high enough, a well bound book can be placed on the shelf and the object placed on that. This plan gives all the pupils the same object to draw and this is important. Of course in an ungraded school it may not operate as well as in a graded school; after the first year, however, other plans may be adopted for the younger pupils.

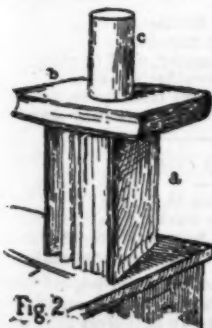


Fig. 2.  
given in the cut.

In the preceding lesson the object for pupils who were about twelve years of age, was given; the objects for those about thirteen years of age are

No. 7 is a half cylinder, and it will have a different aspect for each pupil. No. 8 is the cube (the pupil is supposed to be directly in front). These forms will require discussions, so that the pupil will study them. The forms G, H, I, J, and VII, VIII, IX, and X, are objects that may be used afterward. It must be noted that the objects 7, 8, 9, and 10, are the foundation of a

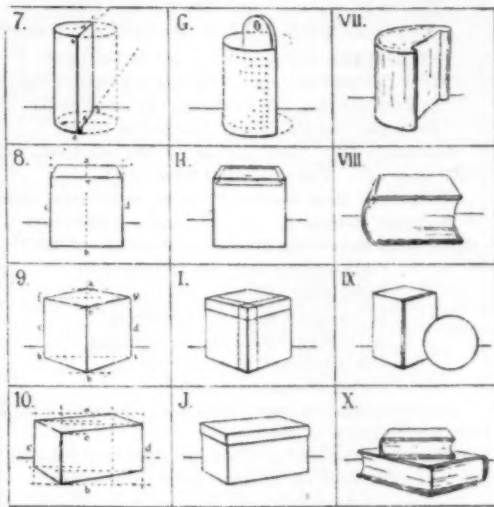


Plate III.

year's work. No. 7 may be drawn for a week, No. 8 for a week, and so of 9 and 10. Then return to No. 7. Then try G, or something similar; then VII.

Coarse manilla paper is good enough; draw on both sides of the paper. The great effort must be to teach the pupils to see what is in the object and express it by means of lines.

## LESSONS IN PATRIOTISM.—V.

By EMMA L. BALLOU, JERSEY CITY.

*Teacher.*—It was election day. Many men were abroad, alert and wide awake, early in the morning. There were among them, men who loved their country, men who loved their party, and let it stand in the place of their country in their affections, and men who loved only themselves, and who sought to further only their own selfish interests.

In a certain little village was one man who held his head higher, and walked with a firmer step than he had done for many a day. He was not a good man, and he usually showed the contempt he felt for himself by a head hung down and a shambling gait. But this day he felt the dignity of being an American citizen, and walked like a man. He knew for what candidate he wished to vote. He had listened to many discussions on the political questions of the day, in the post-office and the village store, and, as he was not lacking in intelligence, he had gained a pretty good idea of them. He felt a sort of manliness in casting his vote in the way that he felt was for the best good of his country.

But there were temptations ready to assail him. Bad men were on the watch, men who were ready to do anything to gain their ends. They lay in wait for this man, and offered him money to vote in the way that he felt sure was wrong. He was not used to resisting temptation, and, as usual, he yielded. His vote was cast, and he walked away with money in his pocket, but feeling like a thief. He had sold his birthright for a few paltry dollars. What do you think of what this man did?

*Fred.*—I think it was wrong.

*John.*—I am not sure that it was wrong. His vote was his own. Hadn't he a right to sell it, if he wanted to?

*Teacher.*—That is where you are wrong. His vote was not his own. It belonged to his country. He owed it to his country to vote in the way that he thought right.

Selling a vote is a crime, and ought always to be punished. It is not only a wicked thing to sell a vote, but it is just as wrong to buy one. Sometimes one man says to another, "If you will vote as I want you to this time, I will vote as you want me to some other time. That is wrong, because the man who makes a bargain like that may be obliged to vote in a way that he thinks wrong, if he keeps his word. Tell me some other ways in which men are dishonest in voting."

*John.*—I have heard of what is called stuffing ballots.

*Teacher.*—That means putting into the ballot box more votes than those to which each person is entitled. Is that right?

*John.*—No, ma'am, it is wrong.

*Teacher.*—Why is it wrong?

*Charles.*—I heard my father say that there is no use in voting when there is ballot stuffing, for the men who do it can always put in enough ballots to more than balance the honest votes.

*Harry.*—When they stuff ballots, the one who is really elected doesn't get the office.

*Teacher.*—You are right. It is wrong because the minority steals the vote from the majority. It is worse than stealing from a person, because many are defrauded. All the things which had men do, in order to cheat the people out of their rights of self-government, are wicked and dishonest.

There are some duties that men owe to their country, about which we have not yet spoken. How are the expenses of government paid?

*John.*—The people pay them. They are taxed and pay all expenses in that way.

*Teacher.*—Is it the duty of all people to pay their taxes?

*Harry.*—I think it is.

*Teacher.*—Yes, all should pay taxes honestly. It is no more right to be dishonest with the government than with individuals. All receive the advantages of the government, and all should be willing to pay honestly for what is received.

There is one more duty which is sometimes necessary to perform, that is military service. What do I mean?

*Harry.*—Sometimes men have to be soldiers.

*Teacher.*—If we were to have a war, would it be the duty of men to fight for the country?

*John.*—I think it would.

*Teacher.*—Yes, it would be, and I am sure there are thousands of men who would be willing to die for our country if it were necessary.

I wish you would think for a moment of the very best man that you know anything about. Now think of the worst one. Which of the two men you are thinking about is the best citizen?

*Harry.*—The good one.

*John.*—The country would be better off without the bad men.

*Teacher.*—What kind of men are needed in our country?

*All.*—Good men.

*Teacher.*—Yes, our country needs good, strong, pure men, men who cannot be bought, men who love their country well enough to be willing to give their lives to her service. Shall we always need such men?

*John.*—Yes, ma'am, I think so.

*Teacher.*—I think so too, and it will not be very long before these boys will be the men of our country. The country will be in your hands, to make or to mar. What kind of citizens do you want to be?

*All.*—Good citizens.

*Teacher.*—I know you do, and if you are to be good, honest citizens by-and-by you must be good, honest men; and in order to grow up to be good men, you must try to be good boys. You owe it to your country to build up good characters, so that you will be good men, and true in all respects. You ought to love God, and obey his laws, for as the individuals are, so will the nation be. If the boys of this generation grow up, to be good, honest, righteous men our nation will be exalted, for righteousness exalteth a nation.

## Summary:

I ought to show my love for my country by performing all the duties that I owe to it.

I ought to obey the laws of my country. I ought to get an education, so as to be prepared to do the duties of a good citizen and know how to help make good laws when I am a man.

All good citizens ought to vote. I ought to study the history of my country, and learn all I can about the government, so as to be prepared to vote intelligently when I am old enough.

It is right to pay taxes fairly and honestly, and think it is as wrong to cheat the government as to cheat an individual.

It is right to give military services cheerfully whenever my country needs such services.

I ought to build up a good character for the sake of my country, because a good man must make a good citizen.

## Motto:

To our country we're loyal,  
Her glories we'll sing,  
For her virtues are royal,  
Their praises we'll ring.

O, our land is the rarest  
This round earth upon!  
And our flag is the fairest  
That floats 'neath the sun.

We'll be true to our country,  
And true to the right;  
For the sake of our country  
All evil we'll fight.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## SAYINGS OF KINDNESS.

A Friday afternoon exercise for teacher and ten pupils.)

Teacher.—Our subject for to-day is kindness, and I have some verses to read to you that will make us think about kindness in our homes. (Reads:)

"I love you, mother," said little John;  
Then, forgetting work, his cap went on,  
And he was off to the garden swing,  
Leaving his mother the wood to bring.

"I love you, mother," said rosy Nell,  
"I love you more than tongue can tell."  
Then she teased and pouted full half the day,  
Till her mother rejoiced when she went to play.

"I love you, mother," said little Fan;  
"To-day I'll help you all I can."  
How glad I am that school doesn't keep!  
So she rocked the babe till it fell asleep.

Then stepping softly, she took the broom  
And swept the floor and dusted the room;  
Busy and happy all day was she,—  
Helpful and cheerful as child could be.

"I love you, mother," again they said,  
Three little children going to bed.  
How do you think that mother guessed  
Which of them really loved her best?

You see if we really love people we can show it by doing something for them. Mary, I see your hand raised, have you something about kindness at home?

Mary.—"Not quite that, but it is something about a happy home. My mother found it for me."

Teacher.—I think, then, it must be just what we want. Let us hear it.

Mary:  
"A little bit of patience often makes the sunshine come,  
And a little bit of love makes a very happy home;  
A little bit of hope makes a rainy day look gay,  
And a little bit of charity makes glad a weary way."

Teacher.—That is very good. Charity, you know, means love; at least, that is its best meaning. Has any one a verse that says something about love? Jessie, let us hear yours.

Jessie.—"Sweet love is the sunshine  
That warms into life;  
For only in darkness  
Live hatred and strife."

Teacher.—That does not say anything about kindness, but if people really love each other they will be kind, so Jessie was quite right in learning it. Charles, what have you?

Charles.—"Kind hearts are the gardens,  
Kind thoughts are the roots,  
Kind words are the blossoms,  
Kind deeds are the fruits."

Teacher.—That is true, and we can all have such gardens. Has anyone else a verse about kind hearts?

Harry.—"I have one about hearts:"  
"Hearts, like doors, can open with ease,  
To very, very little keys;  
And don't forget that two of these  
Are, 'I thank you, sir,' and 'If you please.'"

Teacher.—Ah! that sort of kindness is called politeness. It is being kind in little things. Annie, if you have something about politeness we would like to hear

Annie.—"Politeness is to do and say  
The kindest thing in the kindest way."

Teacher.—That is a very nice way of telling us what politeness means. I see some of the little ones want to tell us their verses now. Clarence may recite his.

Clarence (a very little boy):  
"Little deeds of kindness,  
Little words of love,  
Make our earth an Eden,  
Like the heaven above."

Teacher.—I like that very much, Clarence. I learned myself when I was a very little child. Now I hope some one has something about kindness to animals. Ah! see that little Grace has; let us hear it.

Grace (another very small child):

"I like little pussy, her coat is so warm;  
And if I don't hurt her, she'll do me no harm.  
So I'll not pull her tail, nor drive her away,  
But pussy and I very gently will play."

She shall sit by my side, and I'll give her some food,  
And she'll love me, because I am gentle and good.  
I'll pat little pussy, and then she will purr,  
And thus show her thanks for my kindness to her.

I'll not pinch her ears, nor tread on her paw,  
Lest I should provoke her to use her sharp claw;  
I never will vex her nor make her displeased,  
For pussy don't like to be worried or teased."

Teacher.—Very good, Grace. I learned that, too, a long time ago. Herbert, what have you?

Herbert.—"Mine is about kindness to animals, though it does not exactly say so. I remembered that you asked us to have something about dumb creatures:"

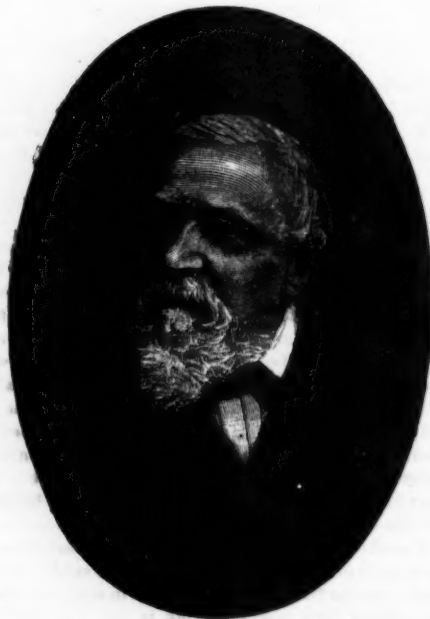
"He prayeth well who loveth well  
Both man, and bird, and beast.  
He prayeth best who loveth best  
All things, both great and small;  
For the dear God who loveth us,  
He made and loveth all."

Teacher.—That is very beautiful, Herbert. Nellie, what have you?

Nellie.—"Little drops of water brighten the fields,  
Little deeds of love brighten the world."

Teacher.—I like that, too. I know what Fred's selection is and I have asked him to keep it for the last because it is such a good one. Now, Fred, you may recite it.

Fred.—"Howe'er it be, it seems to me,  
'Tis only noble to be good.  
Kind hearts are more than coronets,  
And simple faith than Norman blood."



Robert Browning

## FIRST PUPIL.

Robert Browning was born at Camberwell, near London, in 1812. Not a great deal is known of his boyhood. His father was a gentleman of wealth and culture who allowed the boy to follow his own bent, instead of trying to make him do just as other young men of the time did.

## SECOND PUPIL.

Browning was educated at the London university, and at early age went to Italy. Several years were spent in the study of Italian art and literature. Passionately fond of Italian life, he went from city to city as the fancy took him, seeing all there was to see, both in art and nature. He was much interested in painting and music, and he did some fine amateur work in each.

## THIRD PUPIL.

From his early childhood he wrote poetry; but he did not attempt publication until he was twenty-three when "Paracelsus," a dramatic poem, appeared. This was followed by a tragedy, called "Strafford," in which English life in the time of Charles I. was described.

"Sordello" was next in order, and was followed by "Columbe's Birthday," "The Return of the Druses," "Luria," "A Soul's Tragedy," etc.

## FOURTH PUPIL.

In 1846 Mr. Browning married the distinguished poetess, Elizabeth Barrett, and went to live in Italy. Most of their life was spent in a picturesque old palace at Florence. At Florence he wrote some of his best works, "Pippa Passes," "Men and Women," etc. Mrs. Browning died in 1863, leaving one child, Robert Barrett Browning who has won some distinction as a painter. The story of the life of the two poets in their Florentine home is very charming.

## FIFTH PUPIL.

One who was at one time a guest at the house thus describes the drawing-room: "There was something about this room which seemed to make it a proper and especial haunt for poets. The dark shadows and subdued light gave it a dreamy look. . . . Large book-cases constructed of specimens of Florentine carving were brimming over with wise-looking books. Tables were covered with more gayly-bound volumes, the gifts of brother authors. Dante's grave profile, a cast of Keats' face and brow taken after death, a pen and ink sketch of Tennyson, little paintings of the boy Browning, all attracted the eye in turn, and gave rise to a thousand musings."

## SIXTH PUPIL.

Browning died in 1889. He worked at his writing until the last, and his latest book had just been published in America. There are many opinions about the work of Robert Browning. Some critics rank him next to Milton, others consider his style so difficult as not to be readable. His writings require much study, but it is well worth the while. His most popular poems are the shorter ones, which are among the best of their class. The best known are "The Pied Piper of Hamelin," "An Incident of the French Camp," "Hervé Riel," and the "Ride from Ghent to Aix."

## SELECTIONS FROM BROWNING.

"All will be gay when noontide wakes anew  
The buttercups, the little children's dower."

"Love, hope, fear, faith—these make humanity;  
These are its signs, and note and character."

"Be sure that God  
Ne'er dooms to waste the strength he deigns impart."

"I think, am sure, a brother's love exceeds  
All the world's loves in its unworldliness."

"What news is better than the news of friends  
Whose memories were a solace to me oft,  
As mountain-baths to wild fowls in their flight."

"Must we count Life a curse and not a blessing,  
summed—up in its whole amount,  
Help and hindrance, joy and sorrow?"

"Old year's sorrow,  
Cast off last night, will come again to-morrow,  
Whereas, if thou prove gentle, I shall borrow  
Sufficient strength of thee for new-year's sorrow!"

"No thought which ever stirred a human breast  
should be untold."

"Weakness never need be falseness: truth is truth in  
each degree  
Thunderpealed by God to Nature, whispered by my soul  
to me."

## FIREFLIES.

By LAURA F. ARMTAGE, Saugus, Mass.

Our merry little Grace  
Had pressed her chubby face  
Close to the window at the close of day;  
As fast as the stars came out,  
She gave a merry shout,  
"Oh, see!" she said, "they're coming out to play."

"They are the fireflies,  
Far up there in the skies,  
Who in the fields, last summer, used to play;  
But now cold weather's come,  
They all have gone back home;  
I'm very glad I've found out where they stay."

## LEARN TO COUNT.

How many thumbs has baby, pray?  
How many hands for work or play?  
How many toes, and how many feet?  
How many fingers? Count them, sweet?

Eight little fingers as pink as a rose,  
Two little thumbs, and ten little toes,  
Two little hands, and two little feet;  
That is the way to count, my sweet!



## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

### NEWS SUMMARY.

MARCH 15.—The Canadian Pacific seeking a right of way through the Adirondacks.

MARCH 16.—A scheme for reciprocity for Spanish colonies drawn up.—Preparations made by the U. S. for surveying the proposed cable line from San Francisco to Honolulu.

MARCH 17.—The Italian government asks indemnity for the New Orleans lynching.

MARCH 18.—A survey of New York harbor for coast defence being made.

MARCH 19.—The National Farmers' Alliance concludes its session at Creston, Ia.—The troops of Pres. Balmaceda deserting him.—More gold sent to Europe.

MARCH 20.—Protest against applying the lash to criminals in Canada.

MARCH 21.—A health food show in New York.—The Spanish government begins the work of restoration of the ancient monastery of Santa Maria-la-Rabida, where in 1492 Columbus received hospitality.

MARCH 22.—The Industrial Alliance, New England's new party, will co-operate with the farmers.

MARCH 23.—Gen. Johnstone's funeral in Washington.

### RESUMÉ OF EVENTS FOR REVIEW.

#### MARCH.

The Fifty-first congress ended its existence March 4, after passing the copyright bill, the postal subsidy bill, and many others of minor importance. Great progress was made in the arrangements for holding the Columbian exhibition at Chicago in 1893, the buildings being well under way. It is proposed to erect a tower on the Eiffel plan, 1,492 feet high, and to have a reunion of the Blue and the Gray during the exposition. It was decided that Indian territory would be opened for settlement as fast as possible. The Methodists in the United States, and other parts of the world, celebrated the John Wesley centenary. Many Mormons are emigrating to Mexico. A great flood in the Gila river, Arizona, destroyed villages and caused the loss of many lives. Three United States vessels—the *Galena*, the *Triana*, and the *Nina*—were wrecked in Vineyard sound. The Newfoundlanders want reciprocity with the United States, but are prevented from securing it by the British government. Canada's election resulted in heavy losses for the Conservatives, and Sir John Macdonald's government announced as a result that the question of reciprocity would be considered. Great Britain refused to evacuate Egypt, and warned King Leopold not to attempt to annex the Nile valley to the Congo state. Mr. Gladstone advocated ballot reform, saying that he was in favor of only one vote for each man. A British ship was lost at Gibraltar with nearly all on board. England had a blizzard that blocked the railroads with snow, and caused much suffering. The visit of the Empress Frederick to France showed much feeling still exists in that country against Germany. Dr. Windthorst, the parliamentary leader of the Roman Catholic party in Germany, died; also Lawrence Barrett, the actor. A revolt against French rule occurred in Tonquin.

#### QUESTIONS.

1. When did the session of the Fifty-first congress begin, and when did it end? For how long a term are congressmen elected?
2. What is a subsidy?
3. Explain what is meant by the Blue and the Gray.
4. How did the U. S. lately acquire a large portion of Indian territory?
5. What work did John Wesley accomplish?
6. What is Newfoundland's most important industry, and why?
7. How is Canada governed?
8. Tell how the Congo state was founded.
9. What is the cause of France's ill-feeling toward Germany?
10. What did Dr. Windthorst accomplish in Germany?
11. Name some of the great actors of America.
12. How did the French acquire Tonquin?

#### THE USE OF PICTURES.

In the study of current events the teacher will find that pictures are of much assistance, and it will therefore be a good plan to make a collection for use in the school-room. This will not be difficult at a time when there are so many illustrated newspapers and periodicals. Pictures of people, places, plants, animals, etc., may be obtained. Suppose the steamship *Majestic* has just made a fast trip from Liverpool to New York; this might form a basis for a talk about ships. Even the youngest will be anxious to tell something that will be of interest. By questions draw from them as complete a description as possible of a modern merchant ship, using pictures of different ships as an aid. They will name the parts and their uses, and tell how they are propelled. What is the difference between a

side wheel ship and a propeller? Why are side wheelers not used on the ocean? Suppose there were no ships, what would happen? What sort of vessels are used on our lakes? On the rivers? When they are well acquainted with the ships of to-day, the historical consideration of the subject may be taken up. Call attention to the fact that commerce was once confined to the Mediterranean sea and the coasts. Men did not dare to go far out of sight of land. The use of the compass made them bolder; then came Columbus, who discovered this continent. Compare the pictures of the ships of Columbus, as seen in your school history, with those of the modern steamship. Tell how they differed in shape, in size, and mode of propulsion. How long did it take Columbus to cross the ocean? How long does it take the fastest steamships now? The subject of ships is a very important one, and is almost inexhaustible. The thorough study of it cannot fail to be of great benefit to the pupil.

A GREAT ACTOR GONE.—Lawrence Barrett, widely known as an actor of Shakespearean and other parts, died in New York March 20. He was best known in his characters of Cassius and Richelieu, although he played many other parts. Mr. Barrett's best work was in elevating and purifying his profession. Of late years he has been associated with Edwin Booth in the production of "Julius Caesar." Name some of Shakespeare's best plays.

A MOUNTAIN SINKING.—Parts of Hawassee mountain in Georgia have been found to be sinking. In one place a large fissure opened in the earth in the shape of a semicircle, and large trees fell in every direction. Several other similar fissures were also discovered.

KING LEOPOLD'S AMBITION.—The London *Times* protests against Leopold's alleged attempt to annex the Nile valley to the Congo state. It says further that such action will lead to a partition of the Congo state among the European powers whose possessions are clustering on its borders. Tell about the formation of the Congo state.

GRECIAN TREASURES FOUND.—The excavations in Eretria, in Euboea, under the direction of the American school at Athens, have been very successful. The theater has been opened, also a large number of tombs in what appears a city of tombs. The only epitaph mentions a "daughter of Aristotle." Much gold has been found in the tombs, including six diadems, an immense wreath of wrought gold, a seal ring, etc. The old city on the island of Euboea was destroyed by Darius in the Persian war, 490 B. C. It was afterward rebuilt and became the center of a school of philosophy.

LOSS OF A STEAMSHIP.—The anchor line steamship *Utopia* was driven by wind and tide against the warship *Anson* in Gibraltar bay and wrecked. Only 311 of the 880 persons on board were saved. Divers from the warships began work over the spot where the *Utopia* sank. How are tides caused?

GOLD SHIPPED TO EUROPE.—A million dollars in gold was shipped to Germany March 18. It was obtained at the sub-treasury in New York in exchange for gold certificates. Each of the two firms securing it received \$285,000 in double eagles, \$145,000 in eagles, and \$70,000 in half eagles. They would have preferred bars but the treasury department had issued an order that no more of these should be issued for export. The sub-treasury has about \$110,000,000 in gold coin. Why is gold worth more than many other metals?

PRINCE NAPOLEON DEAD.—Prince Napoleon Bonaparte, the second son of the ex-king, Jerome Bonaparte, brother of Napoleon the Great, died in Rome March 17, at the age of 69 years. He held many government offices being at one time French minister at Madrid. In 1857 he undertook an extended exploration of the northern seas. He married the daughter of King Victor Emmanuel of Italy and sister of King Humbert. The marriage was arranged by Napoleon III. and was one of the conditions necessary to the French alliance. When the Prince Imperial was killed in Zululand the deceased became the chief remaining representative of the Bonaparte family. Mention some of the traits of Napoleon I.

MORE LAND FOR SETTLERS.—By the ratification of various Indian treaties at the recent session of congress, more than eight million acres of the public land will be opened to settlement. About five million acres of the land thus thrown open are in the vicinity of Oklahoma. The remainder lies in Idaho, Montana, and Dakota. The territory thus acquired is about a quarter as large as New York state. Tell about the settlement of Oklahoma.

SUFFERING COLORED PEOPLE.—Thousands of negroes who went to Oklahoma believing the government would feed them and give them each a piece of land are in a bad condition. They are without money or food, the land has been taken up by white settlers, and there is no work for them to do. Hundreds of them are said to be starving, with not a friend within a thousand miles, as many of them are from Louisiana, Mississippi, and Arkansas.

### OF SPECIAL INTEREST TO PUPILS.

SOME GEOGRAPHICAL COMPARISONS.—Asia is more than four times as large as Europe and considerably larger than North and South America together. Canada, Brazil, and the United States are about the same size, and the latter has nearly the same area as Europe, and almost twice that of British India. Texas is as large as England, Ireland, Scotland, Belgium, The Netherlands, Switzerland, Denmark, Massachusetts, Rhode Island, Connecticut, New Hampshire, Vermont, Delaware, New Jersey, Maryland, and Indiana together. If all the people in Canada and the United States were placed in Texas there would be fewer to the square mile than there are in China. Kansas is ten times as large as Massachusetts, and Oregon as large as New York and Pennsylvania; Minnesota would make two Ohios, and Montana thirty Connecticuts. Tennessee is about the size of Cuba, and Maryland of Switzerland. London is as large as New York City, Chicago, Philadelphia, Boston, Baltimore, and Cincinnati together.

THE TRANSANDINE RAILWAY.—A railroad has been built from Buenos Ayres across the Andes by way of Villa Mercedes, Mendoza, and through the Uspallata pass to the Chilean frontier. On the Chilean side from Los Andes to the frontier the road is now being built. The survey of the line over the mountains was completed in 1887 amid many difficulties, for the ground was almost pathless and unknown. The point at which the Cordillera is to be passed is situated in the Cumbre between the two lofty snow-clad peaks of Tupungato toward the south and Aconcagua toward the north. From the Chili side the line winds along the terraced mountains of the valley of the Aconcagua river; from the Argentine side the valleys of the Mendoza and Cuevas rivers are followed amid many obstacles. Some of the dangers met with are landslides, torrents, and avalanches. The road passes through the region of eternal snow by means of underground tunnels.

THE ALASKANS.—The natives of our Arctic territory are called Indians, but they are a distinct race from our American redmen. They have many of the traits of the Japanese, and there is reason for believing that they are descendants of that nation, and entered America through the Aleutian isles. They have yellow skin, large heads and huge faces, long bodies, short, ill-shaped legs, and ungainly gait. The lower limbs have been dwarfed by their habit of squatting when at rest, and their arms enormously developed by their use in propelling canoes. They weave blankets from the wool of the mountain goat and baskets of a kind of tough grass, and are skilled in wood carving and making silver ornaments. Their houses have no chimneys, and consist of one big room in which fifty or more people often live in common.

THE CENTER OF POPULATION.—During the last ten years the center of population of the United States traveled westward, from a point near Cincinnati, 53 minutes of longitude to Greensburg, Ind. It moved westward 36 miles in 1800-10 and 81 miles in 1850-60. One peculiarity is the close adherence to the thirty-ninth parallel. In 1830 the center fell two minutes below the thirty-ninth parallel; and in 1790 it was 16 minutes above 39 degrees. Now it has returned to where it was in 1810. Remembering such disturbing factors on the westerly movement as the discovery of gold in California and the building of transcontinental railways, and considering how the civil war must have affected the northward and southward balance, such stability is surprising. The exact north latitude of the center of 1890 is 39 degrees, 11 minutes, 56 seconds, and the exact longitude 85 degrees, 32 minutes, 53 seconds.

THE NEW STATE OF WASHINGTON.—This has been compared to Pennsylvania in that a wall could be built around it without the people suffering, as everything they need can be produced within its borders. It has rich farming lands, iron, coal, silver, gold, and timber in abundance, deep land-locked harbors, and the best of climates. The temperature is very even—the average between extremes being nearly fifty degrees more in Massachusetts than on Puget sound. The Japan current modifies the Pacific coast as the Gulf stream does that of England. The eastern part of the state is somewhat colder.

DEATH VALLEY.—One of the greatest wonders of California is Death valley, a section eight miles broad and thirty-five miles long. It is the sink of the Amargosa river and is situated in Inyo county. The valley lies far below the sea level; in some places 160 feet. No friendly clouds shut off the scorching heat. The thermometer registers 125 degrees, week after week. No moisture ever falls to cool the burning sand. Bright steel may be left out night after night and never be tarnished. Nothing will decay; a dead animal will simply dry up like parchment and remain so seemingly forever. No sound is ever heard; the silence of eternal desolation reigns supreme. The air is said to be poisoned from gases emitted from fissures in the rocks. The rocks, lava, basalt, and granite show volcanic formation, which probably will account for the poisonous quality of the air.



## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

What would you do with a saucy boy?

TEACHER.

Awaken manliness in him if possible. This may be done by inviting him in company with one of your well bred boys or girls to a little walk or a tete-a-tete, during the noon hour. Of course the well bred pupil will practice the various little courtesies that the occasion demands, and you can refer to them afterwards, when talking with your saucy pupil—not by direct comparison, but in a commendatory manner leaving him to make the comparison. Many pupils make no effort to please their teachers simply because they do not know what special thing will please them. Let a pupil know what quality you admire and in nearly every case he will cultivate such a quality.

I am teaching oral geography to children who do not use a text-book. How should I proceed?

G. L. R.

Let them first find out about the geography of their own township, where the hills are, which way the streams run, what animal and vegetable life abounds, what the products are, what the people do, and what villages or cities are located in it, what is done in these, and what officers look after their welfare. Maps of the county should be drawn, showing the location and distribution of the things mentioned. When this is familiar to all, take up the county, then the state, and by and by the United States. They will not need a book in a year or two. While doing this, you may show them a globe some day, and have a talk about it, its shape, the land and water, and the location of their own town. Maps may be built upon the board, as they proceed, and these may be allowed to remain. First the town may be drawn very small, then the county drawn around it, then the state enclosing all. This will give an idea of the relative sizes of each.

My children wish to know who Bluebeard was. What shall I tell them?

C. D.

He is supposed to have been Gilles de Laval, the wickedest man who ever lived. He was burned alive December 23, 1440, for having murdered several wives and one hundred of his children. Do not teach your little innocents the details of such lives as Bluebeard's. They will learn too much of evil without going back into history.

Of what value are "days of grace" as used in notes, drafts, etc.?

P. G. R.

Of no value; that is, they have lost their original meaning. A note payable sixty days after date is really payable sixty-three days after date, and cannot be paid before the sixty-third day. Practically there is no grace.

1. Would you teach grammar to young children? 2. How can one make it an interesting study?

W. V.

1. Teaching technical grammar to young children is a fallacy. Accustom them to correct language, for it is by hearing others speak that the development of pure English is advanced or retarded. Children who associate with persons who speak correctly, acquire such an ability themselves, though they never heard of the rules of grammar. 2. To make grammar interesting one must know the subject thoroughly, and know how to teach it. Some of the best grammarians fail in applying their knowledge, while others knowing less, are successful. Study each one of your lessons as faithfully as you expect your pupils to study them, and you will have something that you can tell in an interesting way, because you are interested yourself.

When would you excuse a pupil from the writing lesson?

Ph. S.

When he has acquired facility in writing legibly and rapidly.

My boys wish to know how temperature is measured beyond 30° below zero.

S. Y.

Mercury freezes at this point, but alcoholic thermometers never refuse to register the temperature.

Is it advisable to keep pupils in at recess as a punishment for breach of rules?

S. J. B.

It depends pretty much upon circumstances. Generally speaking it is wrong. Depriving a pupil of such liberty punishes, but it does not correct an evil nor prohibit its repetition. On the contrary it awakens a spirit of resentment and sometimes rebellion. The object of school punishments should be corrective in its nature, and experience has shown that any form of physical torture not only lacks such quality, but savors of savagery. The reasoning

powers of the youngest pupils are enough developed to recognize right and wrong; and a skilful teacher can make wrong so hideous and right so beautiful, that keeping in at recess will be an unnecessary punishment.

How can I obtain simple models—such as the cube, the cylinder, etc., for drawing class?

COUNTRY TEACHER.

You can make them. THE JOURNAL has now in hand an article on making models for class use. It will appear in a few weeks.

When will the Twentieth century begin?

R. M.

To be exact, it will commence at midnight, the instant the 31st day of December, 1900, has passed away.

Is it possible to see an idea?

G. L. V.

It is impossible to see an idea with the eye, but to see means *mind perception*. Do you see the idea?

A writer says that one of the banks in rivers flowing either north or south wears away faster than the other bank; also that one of the rails of a railway running in either of these directions wears out before the other one does. Is this statement true? Why?

A. B. C.

The theory upon which it is based is that the revolution of the earth on its axis causes it, by forcing more friction on the one side than on the other.

In teaching writing, which is the correct position at the desk?

M. J. G.

It depends upon the kind of desk or table. The ordinary slant top school desk seems best adapted to the side position, especially when the desk is small. A position midway between the right side position and the full front position is most generally acceptable. THE JOURNAL has now in hand a course of writing lessons that will benefit M. J. G.

Two of my boys had a quarrel one evening on the way home from school. What ought I to do in such a case?

LUCY E. M.

We know a teacher who, under similar circumstances, related to his school as a whole the history of the formation of government. He showed how it began in single families, how families united to secure more strength, how quarrels grew, how and why wars were fought, how civilization had tended to discourage wars and quarreling generally, and how many disputes were now settled by arbitration. Then he brought the matter down to his school, and made an application that made quarrelsome boys feel heartily ashamed of themselves. Place young men on their dignity, and one will secure dignified conduct.

What can I do to keep boys from reading trashy novels during recess and the noon hour?

D. A.

Perhaps you could substitute some book of travel and adventure. It is never well to command a pupil to desist; bring about your desired result in an indirect way.

In the course of study for teachers marked out in THE TEACHERS' PROFESSION for January, why do you advise taking studies singly, and mastering it in part before taking up another? Would it not be more beneficial to take a number of them?

ANNA C. D.

The reason is that a majority of those for whom the course is designed, are too busy to attempt more than one study at a time. If you have plenty of leisure time we would advise you to take one informational and one professional study at the same time. To do this systematically, select the books you will need and write the name of each one under its proper heading per diagram in THE TEACHERS' PROFESSION for January. Then buy those containing information most needed now; when they are completely mastered, select and master two others.

Is this a compound sentence? "Mary paints, and performs on the piano."

S. E.

It is a simple sentence with a compound predicate. A simple sentence may have: 1. One subject and one predicate. 2. One subject and two predicates. 3. Two subjects and one predicate. 4. Two subjects and two predicates.

## EXAMPLES.

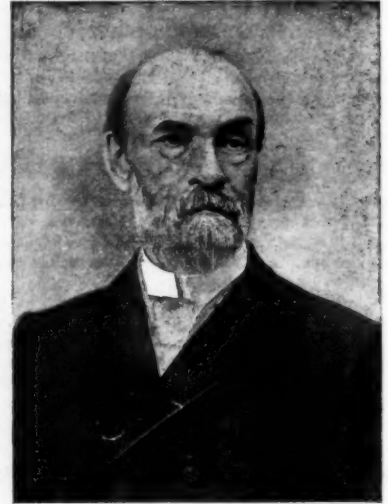
1. Mary sings. 2. Mary (paints and performs) on the piano. 3. (Mary and Lucy) are painting roses. 4. (Mary and Lucy) picked the roses and painted them (picked and painted.) Compound sentences have two or more independent statements, as Mary paints and Lucy performs on the piano.

In one of the numbers of your valuable paper you suggested the age of twelve to be the proper time for the child to learn the muscular movement. My experience is that if a pupil be taught the proper position of the hand the first year, he finds little difficulty in taking the muscular movement the second. By the time he is twelve years he can write easily and rapidly. The longer he writes in any position or uses any movement the more difficult to introduce a new position or movement.

Duluth, Minn.

M. C. G.

## THE EDUCATIONAL FIELD



HON. RICHARD EDWARDS.

THE Hon. Richard Edwards was born in Cardigan-shire, Wales, December 23, 1832. He came to America with his parents in 1833 settling in Portage county, Ohio. His early education consisted of home instruction, together with what he learned in the Sabbath school in the Welsh language, supplemented by that derived from a poorly conducted day school in the English language, very little of which he could understand. After removing to this country he studied six weeks during each of three successive winters in a district school, and four months in a school of higher grade. His first teaching was done in a district school in 1843. In 1845 he entered the state normal school in Bridgewater, Mass., then under the care of Nicholas Tillinghast. In 1847 he became a student at Rensselaer Polytechnic Institute, Troy, N. Y. In 1848 he became a teacher in the normal school at Bridgewater. In 1854 he became the first principal of the state normal school in Salem, Mass., and in 1857 of the city normal school in St. Louis, Mo. His work in Illinois began in 1863, when he became president of the state normal university near Bloomington. This position he occupied nearly fourteen years. During that period, the number of pupils enrolled in annual catalogues increased from 280 to 777. In 1876 he became pastor of the Congregational church in Princeton, Ill., and in 1886 was elected state superintendent of public instruction. Near the close of his term he was renominated by acclamation by the Republican party for the same office, but on account of the disasters that befell that party in that year, he failed of election. The result in his case was intensified by the prejudices that were aroused against the compulsory educational law enacted in 1889.

LONG ISLAND CITY had a unique celebration in its schools on last St. Patrick's day. The walls of the school-rooms were decorated with flags and pictures of Mayor Gleason, under which were printed "Champion of the Teachers' Rights," and "Friend of School Children." When the mayor entered one room he was welcomed by a song commencing, "We'll all feel gay when the mayor comes marching in." There were five verses, one of which was:

"Mayor Gleason watches over us,  
And leads us to do right,  
And like the shepherd with his flock,  
Is seldom out of sight."

Another song, called "Hail to the Mayor," commenced with the following verse:

"Hail! hail! to the mayor, who in triumph advances,  
Honored and blest be the people's choice,  
Long may the schools, in his banner that glances,  
Uphold the champion as the man of our choice."

Altogether it was a peculiar affair, especially since the mayor is a very earnest politician, and like all politicians is very active in advocating his own election. This is one way of putting politics in where it should be left out.

NORTH DAKOTA has 1,583 schools and but 1,480 school-houses. Forty-three of these schools have libraries aggregating 2,053 volumes. The average monthly pay of her male teachers is \$38.97; of female teachers, \$34.42.



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Of the Dictionary are already placed, or being placed in the hands of Specialists equally well known. Words that have a special denominational or class meaning are in all cases to be defined by persons representative of the denominations or classes to which they belong; as: Prehensile Words by Alfred Turner, of Fowler & Wells; Temperance Terms, Axel Gustafson, A.M., author of "Foundation of Death," etc.; Words peculiar to Chess and Chess Playing, W. Steinitz, editor of *The International Chess Magazine*, New York; Southern words, Edward A. Oldham, Washington, D. C.; United Brethren terms, Rev. G. A. Funkhouser, D.D., Dayton, O.; Lutheran, Prof. E. J. Wolf, D.D.; of the Gettysburg Lutheran Theological Seminary; Methodist, Arthur Edwards, D.D., Chicago; Reformed, I. W. Chambers, D.D., New York; Unitarian, M. J. Savage, D.D., Boston; Protestant Episcopal, John Furton, D.D., New York; United Presbyterian, James Harper, D.D., Xenia, Ohio; Reformed Episcopal Church, by Bishop Charles Edward Cheney, Chicago; Baptist, H. L. Wayland, D.D., Editor-in-Chief of the *National Baptist*; so, also, words that are Presbyterian, Francis L. Patton, D.D., LL.D., President of Princeton College; Roman Catholic, etc.; also words peculiar to the various trades.

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1. In disputed pronunciations the pronunciations preferred by other leading dictionaries are also indicated in connection with the vocabulary word.
2. Every quotation is located: i. e., vol. and page where found are given.
3. The etymology is placed after the definition.
4. The most common meaning is given first.
5. The work will contain all the words to be found in the latest Worcester, Webster, Stormonth, and Johnson, and nearly 70,000 more.
6. The scientific alphabet of the American Philological Association is used in giving the pronunciation of words.
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DAILY SIGNAL, ZANESVILLE, OHIO.—"It is bound to supersede all others."

W. J. CARSON, Principal Teachers' Training School, London, Canada, writes:—"For some time the teachers of this city have been holding back from selecting a new dictionary, until they could examine the sample pages of the Funk & Wagnalls Standard Dictionary. I have now received and examined the sample pages, comparing them from a to abide with the corresponding portion of 'The International Webster' and 'Worcester.' The following is the result: The page of 'The Standard' is slightly larger than the page of 'The International,' and a good deal larger than the page of 'Worcester.'"

- "The Standard contains about 220 words from a to abide.
- "The International contains about 172 words from a to abide.
- "Worcester contains about 132 words from a to abide.
- "The Standard has 17 illustrations from a to abide.
- "The International has 6 illustrations from a to abide.
- "Worcester has 4 illustrations from a to abide.
- "The illustrations in 'The Standard' are better than the illustrations of either 'The International' or 'Worcester.'"
- "Worcester is out of the race altogether.
- "The Standard has clearer print than the International and of the same size.
- "The Standard begins every proper name and every word compounded from a proper name, and every proper adjective with a capital letter, and every other word it begins with a small letter.
- "The International begins every word with a capital letter.
- "The Standard gives antonyms. The International does not give antonyms.
- "The Standard uses the double hyphen to indicate the parts of compound words. The International uses no mark for such purpose.
- "The Standard gives the author, book, chapter, and section or page from which its quotations are taken. The International gives only the quotation and author.
- "The definitions in The Standard I consider are better than the definitions in The International."
- "The first three words I looked for in the International were not in it—one from 'Lully's Psychology,' one from Haman's 'Origin of the Human Faculty,' one from an article in the *Encyclopaedia Britannica*."
- "THEO. W. HUNT, Professor of Rhetoric and English Literature at Princeton: 'It has the great virtue of being unique and independent.'"
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(CONTINUED FROM PAGE 212.)

WEST Des Moines, Iowa, has a cooking school.

TWENTY-FIVE thousand dollars has been given by Prof. Alexander Graham Bell to be used in teaching the dumb to speak.

THE state normal school at Emporia, Kansas, enrolled 1,100 students last year.

ONE of the finest gymnasiums in the country has just been completed by the West Chester, Pa., normal school.

ANNIE SHAW says: "Five girls to one boy graduate from the high schools of this country." This will, in time, put woman in many positions now occupied by males.

A BLOOMINGDALE, Mich., pupil was expelled from school for leaving the room without permission, the rule being that all must remain three hours before going out. Upon application, the supreme court granted a writ of mandamus, compelling the board to reinstate the pupil, on the ground that requiring a child to remain in the room for three consecutive hours could not be justified.

THE Galva, Ill., high school has a teacher's class of thirteen.

MRS. LELAND STANFORD has given the kindergartens in San Francisco \$52,000.

ONE of the schools in Syracuse, New York, has a class for the discussion of current events. Why should not all schools have such a class?

THERE are 12,291,359 pupils enrolled in the common schools of the United States, and the teachers employed therein receive salaries aggregating \$87,888,666.

FAIRMOUNT, W. Va., has a high school library of 700 volumes. This is something that every school should possess. THE JOURNAL feels that the influence of good books will materially assist in making school life attractive.

NEW JERSEY has made Rutgers college the scientific school of the state, and to that end the legislature appropriated \$15,000.

MORRIS K. JESSUP has given the Yale Divinity school \$50,000 worth of government bonds.

CAIRO, Illinois, pays her 29 teachers \$12,212 annually.

THERE are 134 normal schools in the United States that are supported by public money. 112 of them report 17,819 students who are preparing for teachers.

THE Logan county, Ill., teachers held their twenty-eighth quarterly institute Feb. 13 and 14.

A LITTLE girl in Guyandotte, W. Va., died recently from over-exertion in skipping the rope. This is not an unhealthful exercise, but like most other acts requiring physical endurance, it is pernicious when carried to extremes.

G. F. KIBLING, a saloon keeper of Norwich, Vermont, who has been selling liquor to the Dartmouth college boys for the last twenty years, has at last been convicted on seven hundred twenty-three indictments, for illegal methods. His sentence imposes the punishment of sixty-three years in the penitentiary, and as he is now over fifty years of age, he will in all probability permanently retire from the liquor business.

THE Seattle, Wash., high school has a normal course of study.

THE school-room should be a place for the distribution of wholesome literature. The child will read; now what shall it read? The Weimar society (Germany) for the circulation of good literature has distributed since last March 300,000 copies of wholesome tales and novels. At the same time it has increased its membership to 5,000, and has laid by \$10,000.

WASHINGTON, D. C., has a nursing school for mothers. Part of the instruction consists in washing, dressing, feeding, and putting to sleep a baby procured for the occasion. Nursery improvements and sanitary reforms

are discussed, and samples of food are prepared and fed to such as need nourishment.

AUSTIN college, Sherman, Texas, is to receive \$75,000 from the Rev. Donald McGregor's widow.

THE superintendent of the Leavenworth, Kansas, schools receives \$2,000 per year.

THE Wisconsin Teachers' Association is trying to induce the legislature to establish a school for feeble-minded children.

AMERICAN college boys publish 190 school papers. The first one appeared in Dartmouth in 1800, and Daniel Webster was its first editor.

THE Rhode Island legislature has been asked for \$50,000 to establish a school for the deaf.

IN Washington, eleven county school superintendents receive less than \$250 per annum.

THE governor of Tennessee has made President Garrett, of the National Educational Association, state superintendent of public instruction.

DR. DAVID STARR JORDAN, president of the Indiana state university, has accepted the presidency of the Leland Stanford, Jr., university at Palo Alto, Cal., with a salary of \$10,000 a year and a residence. His active work will begin September next.

SENATOR HURST's wife was a school teacher in Missouri. School masters make good husbands and school-mistresses good wives. It would be interesting to know how many of our most enterprising women commenced life by teaching school.

THE city of London spent \$10,000 last year in training pupils of her schools in laundry work. It may not be in the province of the public school to treat such things, but no one can question the propriety, not to speak of the value, of knowing how to perform some of the practical duties of life.

BOWDOIN college will send a scientific expedition party, consisting of fifteen students headed by Profs. Lee and Parker, to Labrador. They will sail from Rockland, Maine, on July 4, 1891, in a schooner of one hundred tons burden. The object the expedition has in view, is to make scientific researches and explorations in that land, and increase the college collection in the various scientific branches.

THE Buffalo, N. Y., Medical and Surgical Association have petitioned the superintendent of schools to do away with the roller towels. They have been making a careful study and find that such towels are a prolific source of contagion of eye diseases.

A CORRESPONDENT writes that he likes to see the portraits and know something of the lives of the prominent educators in the country as given in THE JOURNAL.

IN Prussia the supply of men for higher educational work exceeds the demand. There will be, this year, at least 600 candidates for teachers' positions who will not be able to secure appointments. A prominent German periodical states that the future year will not improve matters, as the high pressure at the universities continues, and fully four-fifths of the teachers now employed are in the full vigor of manhood, between thirty and fifty years of age, and naturally cannot be expected to vacate soon to make room for others.

ROME, Italy, will open her first college for women in April, 1891. The course of study will be preparatory to the universities.

THE four Swiss universities, Zurich, Basel, Bern, and Geneva, have 183 women students.

THE eight normal schools of Prussia have, as members of their faculties, twenty-eight women. Why not?

THE salaries paid to the public school teachers in Germany are so small that the teaching profession is the only one that is not overcrowded.

IN nearly every county in Wisconsin the teachers hold monthly meetings. This should be done in every state.

THE article on "Village Improvement," by Dr. B. G. Northrup, in the New York Tribune will be printed in cheap pamphlet form for general circulation.

THE State Teachers' Association of Florida recently held a three days' session at Tampa.

THE "Round Table" is the name of a society which the principals in Dallas county, Iowa, have organized, meeting monthly to discuss methods.

THE Texas School Journal speaks of "Prof. —, a young man teaching in district No. 10;" and "Prof. —, who has a large school in M—'s district." THE JOURNAL respectfully asks the value of the title "Professor" in Texas. In fact, what is the use of a title, anyway?

There are several thousand accounts for subscriptions due for the JOURNAL. To all who owe, a bill is enclosed in this paper and a hearty response is requested.

#### EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15 and 16.

Florida State Association, Tampa, March 11.

American Institute, Bethlehem, N. H., July 6 and 7.

Pennsylvania State, Bedford, July 7 to 9.

Teachers' Assembly, Morehead City, June 18.

Southern Teachers' Assoc'n, Chattanooga, Tenn., July 7 and 8.

#### NEW YORK CITY.

At the meeting of the New York Association of College Alumni held at the New York College for the Training of Teachers, 9 University place, Saturday, March 21, Mr. W. A. Hay read a paper on "The New York Public Schools." Dr. Nicholas Murray Butler discussed the "Comparison of French and German Schools with American," and papers were read by Miss Kate V. Thompson, Miss Ellen E. Kenyon, and Miss Lucy Wheelock, of Boston.

THE Berkeley school, of New York City, was awarded a gold medal by the Paris exposition for general excellence in drawing and geographical modeling in clay.

SEVENTY New York City school boys from fourteen to eighteen years of age have organized themselves into an athletic association, and are now successfully at work in raising money to equip a gymnasium.

EXCELLENT designs are made by pupils in the First primary grade of Grammar school No. 41, Greenwich avenue, from circular, square, oblong, triangular, and rhomboidal tablets, one of each form being given out by the teacher, and the pupil making the design on a slate by tracing outlines, and afterward transferring it to paper. The combinations of the different forms, and the variety produced by touching, overlapping, and intersecting circles, squares, etc., are almost endless, and the result frequently has considerable artistic merit.

#### FOREIGN.

The largest school in the world is said to be the great Moslem university at Cairo, Egypt. It was founded in 975, has 10,000 pupils and 370 teachers. There are neither benches nor chairs, but pupils study, eat, and sleep on blankets or straw mats. Grammar, law, physiology, and theology are all taught from the Koran. The teachers receive no salary but support themselves by giving private instruction and by presents of money they receive from wealthy pupils. Austro-Hungary has 139 normal schools; Belgium, 51; France, 90; Germany, 163; Great Britain, 55; Japan, 65; British India, 11; Canada, 6; Argentine Republic, 34; Chili, 3; Venezuela, 4; New South Wales, 2; New Zealand, 4.

There is a school in Paris, whose object is to give instruction in everything pertaining to the mechanical part of book making. The sessions begin at eight in the morning and last until six in the evening. There are seventeen courses in all, including type casting, type setting, drawing, engraving, ink making, photography, etc. There were 100 pupils the first year who were selected from a list of about 300 applicants.

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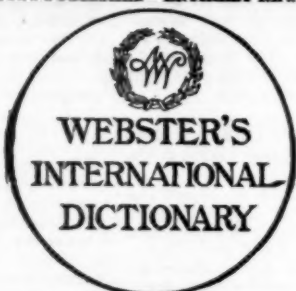
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**TALES OF TROY;** for Boys and Girls. Translated and adapted from the German, by Charles De Garmo. Cloth, postpaid, 60 cts., Public-School Publishing Co., Bloomington, Ill.

This book consists of stories of the most stirring events of the Trojan war, as narrated in the Iliad and related literature. The design of the book seems to be, to arouse the interest of children of from nine to fifteen years of age in these springs of literary culture, by a form of narration at once classic and childlike. The translation has retained much of the charm of the German original. Parents can do no better thing for their children than to fall in with what we might call the *classical renaissance* in child literature, recently inaugurated by some of our best schools.

We venture the prediction that these stories of the heroic deeds of old will prove no less attractive to the children than the trashy, sentimental and often vicious narrations that make up so large a part of recent juvenile literature, while the literary and ethical value of the two are not to be compared on the same day.

**THE WORLD'S LITERATURE.** Part I. By Mary E. Burt, Chicago: Albert, Scott & Co. 316 pp. \$1.00.

Those who are acquainted with this writer's excellent little book, "Literary Landmarks," will read with pleasure the announcement of another work from her pen. "The World's Literature" is much more advanced than the former work, being intended for high schools and colleges, and also much more extended in plan, as it will take four volumes to complete the series. The author has the mental grasp to take in the main feature of the subject and the skill to present them in an effective manner. Excellent judgment has been exercised in making the critical selections, the views of Ruskin, Symonds, Carlyle, and others in regard to the origin of the myth, making very interesting reading. These dispel the idea sometimes entertained that the Greeks were a nation of idle story tellers, and show that mythological tales have deep moral significance. The author accepts Symonds' idea that the person and character of Achilles give the Iliad the unity of a true work of art, and the selections from the poem were made with a view to illustrate it. After the turbulent scenes of the great war poem, the account of the wanderings of Ulysses, as furnished in the extracts from the Odyssey, give a charming relief. The volume closes with some selections from Hesoid. The work will certainly add much to Miss Burt's reputation as an author.

**ENGLISH AUTHORS: A Hand-book of English Literature.** By M. Rutherford, Athens, Ga. Atlanta: The Constitution Book and Job Print. 738 pp.

This volume was compiled from notes used in the school-room during ten years, and was given to the public with the belief that teachers would find it useful in their classes. The method of studying the literature of each period in connection with its history—a popular and profitable one—has been followed. Other features of the book are the interspersing of the acts and anecdotes of an author with his literary life, the presentation of his portrait, and sketches of living writers. In the sketches the length is governed by the importance of the writer. The literary writers from Caedmon down have been included. We do not discover that any important writers have been overlooked. The portraits, which as a rule are remarkably good likenesses, will be a great aid in arousing interest in the works of the authors, and the judicious selections, specimens of the writer's style, will impel the student to seek for more. The book is substantially bound, and the print clear.

**LIVY.** Books I and II. Edited, with introduction and notes, by J. B. Greenough. Boston and London: Ginn & Co., publishers. 1891. 370 pp. Mailing price, \$1.35.

This is one of the College Series of Latin Authors whose wide use and popularity attest their worth as text-books in higher institutions. The editor maintains that the student of Latin should learn to read with readiness and accuracy; that the proper method of learning to read is to try to read, in the form and in the order in which the author presents his ideas and his conceptions, and with as little translation into the vernacular as possible. Livy is especially fitted to that object and that method, and the book was edited with them in view. Discussions of historical and grammatical points have been subordinated

to the presentation of Livy's exact ideas, as they lay in his mind, and the precise order in which, in their parts and their totality, he intended to present them. Some historical and grammatical lore, etc., that is usually given in such text-books has been omitted, yet to make up for it, the student will gain a better knowledge of the author and of the Latin language. The introduction gives a critical estimate of Livy as a historian, his qualities as a narrator, his style and Latinity, etc.

**KINDERGARTEN STORIES AND MORNING TALK.** Written and compiled by Sara E. Wiltee. Boston: Ginn & Co. 212 pp. 85 cents.

In this little book we have a collection of object lessons and stories that can scarcely fail to interest the little ones. They embrace a great variety of topics, and are assigned to the different weeks of the year, beginning the first week in September, and ending the third week in June. They bear upon natural history, occupations, geology, physiology, and other sciences; mythology, biography, legend, etc. Among them is a series of five stories for Prang's Trade Pictures. All of these stories may be read at the discretion of the teacher—either abridged, added to, or otherwise changed to suit the occasion and the children to be instructed. The author has exercised great taste in selecting, and great skill in adapting, the stories. None of them, we believe, will fail to interest the pupils; as to the benefit received in the way of training the observation and the reasoning, that of course will depend in great part on the teacher.

**BUSINESS POINTERS AND DICTIONARY OF SYNONYMS.** By F. M. Payne. New York: Excelsior Publishing House, 29 and 31 Beekman street. 208 pp. 25 cents.

This book contains the old and new tariff rates, a list of synonyms, legal information, interest tables, the value of coins of different nations, tables of distances from New York to other cities, tables of weights and measures, and other information of interest to business men and others.

**MACAULAY'S SECOND ESSAY ON THE EARL OF CHATHAM.** Edited by W. W. Curtis, A. M. principal of high school, Pawtucket, R. I. Boston and New York: Leach, Shewell & Sanborn. 144 pp. \$1.24.

The Students' Series of English Classics, to which this volume belongs, has become a favorite with students on account of the convenient size, the high quality of the selections, and the thoroughness with which the work of annotating is done. The present volume contains the last essay that Macaulay wrote for the *Edinburgh Review*, and is therefore an illustration of his best style. The study of the notes in connection with the text will aid greatly in understanding the history of that important period. The chronologies of the lives of Macaulay and Pitt are very useful for reference.

**HAND-CRAFT.** By John D. Sutcliffe, of the Manchester recreative evening classes; with an introduction, by T. C. Horsfall, J. P. New York: Charles E. Merrill & Co. 79 pp. \$1.00.

It is not necessary to set forth the value of sloyd training in places where the system has been tried. In England, the United States, and many other countries it has been taught and the results are most gratifying. A host of teachers will be pleased, therefore, to be able to get a book like this, which treats the subject so thoroughly and so practically. Complaint is often made that parents do not take interest in our schools, and that the children leave them before they have even completed the elements of what are considered the necessary branches. Sloyd gives the children the basis of that training required when they enter the ranks of mechanics; it is unnecessary to speak of the mental training that always accompanies well-directed hand training. In this book are given a list of models, of tools and appliances, and of tool exercises. Then follow directions for making the different models, with plenty of illustrations accompanied by measurements to be used in actual work. No tools are required except such as may be easily obtained, and the teacher with a moderate degree of patience and application ought, with the aid of this book, to conduct the work successfully.

**RUBBER HAND-STAMPS AND THE MANIPULATION OF RUBBER.** By T. O'Connor Sloane. New York: Norman W. Henley & Co., 150 Nassau street, 1891. 146 pp. \$1.00.

The author has treated his subject exclusively from a practical standpoint, endeavoring to make the details so clear and the processes so simple that anyone with fair mechanical ability can make numberless articles of the gum. Presses and vulcanizers are described and illustrated which will do efficient work, and whose cost will be very little. A valuable chapter is that describing the U. S. government process and plant for making glue composition dating stamps. The book will be in demand by those interested in the manufacture of rubber, as hitherto such information has been difficult to obtain. It is substantially bound in cloth, and the type and illustrations are attractive.

**HANS ANDERSEN'S STORIES.** Newly translated. In two parts. Part 1. Boston and New York: Houghton, Mifflin & Co. 96 pp. 15 cents each.

This number of the Riverside Literature series gives a portion of those tales of the Dane to whom the children of all nations are indebted for so much pleasure. The publishers feel the importance of bringing to children of the lower reader grades as good literature as has been supplied for the higher grades. With this end in view

they have this year issued the numbers of the Riverside Literature Series especially for the second Reader grade. To quote from the preface of the translator: "It is this nice sympathy held by Andersen with the peculiar phase of childhood which makes his writings so eminently fit for the reading of children; in entering his world they do not pass out of their own, but enlarge it, for by the means of his art they are introduced to the larger art of imaginative literature."

## ANNOUNCEMENTS.

**HOUGHTON, MIFFLIN & Co.** have just published an entirely new Atlantic portrait of James Russell Lowell. It is from a photograph taken by Gutekunst in 1890, and is an almost full-face likeness of the poet, the head being slightly turned towards the left. It is a very strong and good piece of lithographic work, and in execution is one of the best of the series in which it appears. The portrait is life size and will be sent to any teacher by mail, carefully rolled, on receipt of 85 cents.

**THE CASSELL PUBLISHING COMPANY** announce that they have just concluded arrangements whereby they become the authorized publishers of the writings of J. M. Barrie in the United States. They will issue at once, "A Window in Thrums," a story that has won the most enthusiastic praise of the English critics.

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**D. LOTHROP COMPANY'S** books of recent publication include those from the pens of Helen Campbell, William O. Stoddard, Herbert D. Ward, and Pansy.

**THE CHAUTAQUA-CENTURY PRESS** will begin with the course for 1892-93 the publication of all volumes used by the Chautauqua Literary and Scientific Circle. These books will be standard publications and will be added to the regular catalogue of the firm each year.

**D. APPLETON & Co.'s** work "The Sovereigns and Courts of Europe," will give well-informed descriptions of the homes and court life of twelve rulers, from Queen Victoria, Emperor William, and Czar Alexander to the Sultan of Turkey.

**GEORGE ROUTLEDGE & SONS** promise a new edition of "Men of the Time," which will now be called "Men and Women of the Time."

**CHARLES SCRIBNER'S SONS** will bring out a new edition of Jacob A. Riis's "How the Other Half Lives," containing all the original matter, but to be sold at one-half the price of the first.

**FUNK & WAGNALLS** are about to issue their "Standard Dictionary" of the English language, a work that will contain 2,300 pages, 12-1/2 x 9 inches, 4,000 illustrations, and over 175,000 words. Among the leading specialists who have had charge of the work are: Dr. Francis A. March, Ernest Ingersoll, Dr. Benson J. Lossing, Dr. Simon Newcomb, W. C. Henderson, Rosater Johnson, Frederick Saunders, Gen. Howard, and many others. Its main points are: (1) The giving in each instance not only the name of the author, but also the name of the book and the number of the page from which the quotation is taken. This has required a great amount of labor, but is worth all the trouble it has caused to those who desire to trace the meanings of words to their original sources. (2) The use in the pronunciation of words of the Scientific Alphabet, adopted by the American Philological Association. (3) The placing of the etymology after the definition. (4) The placing of the most important current definition first, and the obsolete and obsolete meanings last; that is, the substitution of the order of usage for the *Historic Order* usually followed in dictionaries. (5) In the case of disputed pronunciation, the giving of the pronunciations preferred by other dictionaries, as well as the pronunciation which they prefer. (6) The giving of 50,000 vocabulary words more than are to be found in any other single volume dictionary in England or America. This department was in charge of Dr. Feely, Edward S. Sheldon, E. E. Hale, and other eminent men. (7) The indication by the use of upper and lower case initial letters, as to whether words in the vocabulary are to be written as proper names or common names.

## MAGAZINES.

The *English Illustrated Magazine* is among the brightest of the smaller monthlies, taking high rank both from a literary and an artistic point of view. The March number has a fine illustrated article on "Hospital Nursing," by Mrs. Hunter. Other especially noticeable articles are: "Impressions of Cairo," by W. Morton Fullerton; "A Day in Kyoto," by Roderick Mackenzie; and "Frank Short and William Strang," by Frederick Wedmore.

The *Educational Review* for March contains among its articles one by Arthur M. Comey on "The Growth of the New England Colleges." Brother Azarias writes of "The Primary School in the Middle Ages;" Charles De Garmo of "The Herbartian System of Pedagogics;" and Joseph Jastrow of "The Psychological Study of Children." G. C. Sawyer, Larkin Dunton, and Henry Wood contribute discussions. Some of the leading educational topics of the day are treated in the editorials, and the reviews cover several of the most prominent of the recent educational publications.

*Vick's Monthly* for March contains illustrated articles on "Village Parks" and "Winter Aspect of Trees," besides many shorter articles about plants and flowers. The frontispiece is a fine representation of the carnation "Nellie Lewis."

## A Grain of Sand.

"Between us and hell or heaven there is nothing but life, which is of all things the truest."

One of the greatest of Frenchmen attributed the death of Cromwell, the subsequent ruin of his family, and the overthrow of his government to a seemingly trivial cause, "a grain of sand."

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## NOTED PERSONS AND PLACES.

(In this column will be found facts concerning such noted people, cities, countries, mythological characters, etc., as are frequently mentioned in literature. These paragraphs, in which a great amount of useful information is condensed, will be of great value in the school-room.)

ANDROMEDA, in Greek fable, a princess of Ethiopia, daughter of King Cepheus and Cassiopea. Her mother boasted that her daughter was more beautiful than the Nereids, upon which Neptune sent a sea-monster to ravage the country. An oracle said that the monster would go away if Andromeda were given to it, so she was chained to a rock by the shore; but Perseus killed the monster, rescued her, and made her his wife. After her death, Andromeda was made a constellation in the sky.

APOLLO, the most famous of the Greek painters. It is not known where he was born, nor where he died; but he lived in the time of Alexander the Great, whose friend he was, and whom he is said to have accompanied on his march into Asia. Apelles is said to have painted a picture of Alexander with a horse, but the king did not like the horse much. Just then a horse passing by neighed at the one in the picture, upon which the painter said: "One would think that the horse is a better judge of painting than your majesty."

APIS, a bull worshipped by the ancient Egyptians, who thought the soul of Osiris lived in it. It was kept in Memphis, where it had a temple and priests to take care of it. When Apis got to be twenty-five years old, he was secretly killed by the priests, and his body embalmed and placed in a tomb. Many of these have been found in Egypt, and one is to be seen in almost any large museum. After his death all Egypt went into mourning until the priests found a new calf Apis, which had to be black with a white square or three-cornered spot on the forehead, and with various other marks on the body.

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ANTHONY, SAINT, a Christian hermit, born in Egypt, in 351. He was rich and well educated, but gave all he had to the poor and went to live in the desert, where he spent many years clothed simply in a hair shirt and never washing himself. Having become noted as a holy man, many flocked to him, and he became the head of a society of hermits near Memphis. These are said to have been the first monks, and Saint Anthony is called therefore the founder of monasteries. He is also said to have cured a skin disease now called erysipelas, but which was long known as Saint Anthony's fire. He died when one hundred and five years old (356).

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